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ABSTRACT

This annual report covers the second year of the three-year experience based career education (EBCE) project designed to provide educationally disadvantaged students (including secondary, postsecondary, adult and other types of clients) in the Appalachian area of Mississippi with on-site work experience, career exploration, current occupational information, and an individualized curriculum. Following a summary, the body of the report describes the EBCE program, initially a fifteen-week program but later expanded to be open-ended, as consisting of two phases: (1) orientation, including explanation of career exploration, testing inventories, introduction to the different training programs available at Itawamba Community Junior College, introduction to various occupations, and introduction to resources available for exploring careers; and (2) on-site experience, during which students explore two or more occupations. The document also contains a third party evaluation which gives background, a project description, evaluation results, discussion, and recommendations. Appendixes are entitled Learning Guide, Publicity Activities, Dissemination Activities, Community Advisory Council, Other Activities, EBCE Success Stories, Follow-up Survey, Enrollment Statistical Data, and Staff Development (LMS)

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ANNUAL REPORT

September 14, 1977 - September 13, 1978

Project No. 502 AH60059
Grant No. G04-76-03003

Experience Based
Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

William H. Mattison
Itawamba Junior College
Vocational-Technical Education Center
653 Eason Boulevard
Tupelo, Mississippi 38801

September 1978

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Experience Based
Career Education

Itawamba Junior College
Vocational-Technical Education Center

September 14, 1977 - September 13, 1978

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SUMMARY

Period Covered

September 14, 1977, to September 13, 1978.

Goals and Objectives of the Project

The goals of this project were to provide an expansion of existing work experience activities through learning site analysis, individualized student learning packages with behaviorally stated objectives and employer recruitment strategies.

Experience Based Career Education will permit exposure to the following general objectives:

- Provide a developmental studies program for educationally disadvantaged students;
- Provide opportunities for career investigation;
- Provide for an individualized curriculum;
- Provide the disadvantaged student with an opportunity to develop reading comprehension skills and mathematical skills;
- Provide an opportunity for observation of and experience in a non-traditional setting.

The Student Assessment Objectives were as follows:

- (1) Provides a program for educationally disadvantaged enrollees.
- (2) Provides opportunities for career exploration.
- (3) Provides an individualized program which is open-entry, open-exit, part-time, or full-time, and flexible in order to meet the enrollee's needs.
- (4) Provides the enrollee with an opportunity to develop academic skills.
- (5) Provides an opportunity for observation of and experience in non-traditional settings.

We have continued our expansion efforts on employer site, resource person, and student recruitment. Publicity efforts, including mass media, as extended throughout the geographical area of the Itawamba Junior College district.

The student assessment objectives for Fiscal 1978 are as follows:

Methods

(A) Test pre and post all EBCE high school non-graduates group CMI,
(B) Pre & post test CMI non-EBCE high school non-graduates group, control shop.

(A) CMI pre and post test high school graduates in EBCE and also in post-secondary programs,
(B) Get 30 non-EBCE high school graduates enrolled in post-secondary from IJC general population.

(A) Pre and post test CTBS Part II all secondary level EBCE enrollees
(B) Pre and post test CTBS Part II 30 secondary level control non-EBCE individuals.

(A) Pre and post test CTBS Part VII all secondary level EBCE enrollees,
(B) Pre and post test 30 secondary level control non EBCE individuals CTBS Part VII.

(A) Pre and post test CTBS Part VIII all secondary level EBCE enrollees,
(B) Pre and post test CTBS Part VIII 30 secondary level control non-EBCE individuals.

Objectives

I. There is no difference in the knowledge of career opportunities and the career decision-making process of (A) high school dropouts who have completed the IJC EBCE program and (B) high school dropouts presently employed or otherwise as measured by the Career Maturity Inventory (CMI).

II. There is no difference in the knowledge of career opportunities and the career decision making process of (A) high school graduates who have completed EBCE and presently enrolled in a post-secondary program and (B) those high school graduates who did not enroll in EBCE and are presently enrolled in a post-secondary program as measured by the CMI.

III. There is no difference between non-high school completion EBCE students and non-EBCE students who have not completed high school in (A) Reading Comprehension skills as measured by the CTBS, Part II.

IV. There is no difference between non-high school completion EBCE students and non-EBCE students who have not completed high school in (A) Math Concepts skills as measured by the CTBS, Part VII.

V. There is no difference between non-high school completion EBCE students and non-EBCE students who have not completed high school in (A) Math Applications as measured by the CTBS Part VIII.

The disadvantaged student is identified by the following characteristics: If less than a high school graduate, the individual is considered educationally disadvantaged; Based upon the income criteria scale for the C.E.T.A. funded programs, a determination is made in regard to economically disadvantaged; Socially disadvantaged individuals are determined through the evaluation by the counselor during an interview.

The educationally disadvantaged client is programmed through an individualized curriculum as determined by the C.T.B.S. pre-test. A C.T.B.S. post-test will be administered at the end of the EBCE experience.

The financially and socially disadvantaged client is given the opportunity to use the services of the financial aids officer at the college as well as the vocational, academic, career and manpower counseling staff.

Procedures Followed

The original proposal for the Experience Based Career Education Program at Itawamba Junior College was a fifteen (15) week program for high school dropouts and graduates. This program provided for on-site work experience, career exploration, current occupational information and an individualized curriculum. Program modifications during the third quarter of Fiscal Year 1977 included the open-entry open exit, full-time or part-time aspects.

Experience Based Career Education students came from the post-secondary level, secondary level, non-high school graduates, high school graduates, non-school and referrals from other agencies. The age range was from fifteen upward.

After a student completed orientation and on-site experiences, he/she would return for a wrap-up evaluation. At this time the student would choose to enter a post-secondary training program, continuing present training, or enter a chosen occupation at his/her present level of training with Experience Based Career Education job placement assistance.

Individual student learning plans were developed through the career curriculum material within Appalachian Educational Laboratory's Experience Based Career Education Program.

Within the program students determined personal learning objectives. After the area was selected, the student and Learning Coordinator generated specific activities and specific behavioral objectives. The usage of student activity sheets permitted the observations and evaluation of student progress.

During the orientation period, sex bias and stereotyping were the topics of the group workshops.

The following non-sex biased evaluation instruments were used: Career Maturity INventory, Comprehensive Test of Basic Skills.

Results and Accomplishments of the Project

As of September 14, 1978 notable accomplishments were cited.¹

- Student population types were expanded to three (3) satellite secondary EBCE campuses;
- Instructors learned to infuse the career educational concepts into the curriculum and became more innovative in their planning and execution of their disciplines;
- Individualized programs for students interested in specific careers were developed.
- Business and industry provided many services to strengthen the curriculum with their willingness to serve as resource persons and as consultants to students;
- Public relations through the media helped alert the community concerning career happenings;
- Students became conscious of their interests and abilities;
- Students became broadened with their knowledge of opportunities available in their home communities;
- A feeling of cooperation between the students and business community emerged.

A total of two-hundred and seventy (270) students were enrolled in the Itawamba Junior College Experience Based Career Education Program from September 14, 1977 to September 13, 1978.

In addition to working with students enrolled in Experience Based Career Education, the staff made outreach efforts to include Cooperative Education students, regular college students, and the college faculty and interests and aptitudes were conducted periodically for the general college students. A total of (1010) auxilliary non-EBCE recipients were served during the Fiscal Year 1978.

The Base Center for the project remained at the Tupelo Center, but a branch office was established at the Fulton Campus. Also, secondary Experience Based Career Education campuses were established at Hatley, Hamilton and Okolona High Schools.

Experience Based Career Education was included in the Local Plan for the State of Mississippi. This indicated our desire for mainstreaming into the institution. Experience Based Career Education enrollees received Continuing Education Units for their activities.

The Experience Based Career Education staff participated in the Summer Program for Economically Disadvantaged Youth which began June 13, 1978 and continued six weeks. Clock hours of orientation services were provided to one-hundred and ninety (190) young people between the ages of fourteen and twenty-one.

The resource personnel available to Experience Based Career Education enrollees numbered 350 and represented over 150 job-sites.

During the fourth quarter, that began June 15, 1978 and ended September 13, 1978, the following events occurred:

- Recruiting plans for fiscal year were established to include the cooperation of regular college students, Co-operative Education students, post-secondary and second-level enrollees and the non-school population;
- The Experience Career Education project expanded its outreach to include three (3) satellite secondary campuses per semester to begin in September 1978;
- During August, the Experience Based Career Education provided dissemination services to the Golden Triangle School District from Starkville, Mississippi. Additional steps were established for the provision of staff orientation services to the Golden Triangle District Experience Based Career Education project during Fiscal Year 1979.
- In July 1978, the Itawamba Junior College Experience Based Career Education staff visited the Memphis Experience Based Career Education project;
- The Itawamba Experience Based Career Education staff provided workshops and services to one-hundred and ninety (190) S.P.E.D.Y. summer youth program participants during July 1978;
- During August 1978, the Itawamba Junior College Experience Based Career Education staff recruited at Downtown Malls in Tupelo, Mississippi;

- During August 1978, the Itawamba Junior College Experience Based Career Education staff recruited seniors at seven (7) high schools;
- During July 1978, the Community Advisory Council held its Quarterly Meeting at the Itawamba Junior College Tupelo Campus;
- During August 1978, the Experience Based Career Education staff disseminated information about the Itawamba Junior College Experience Based Career Education project to Ms. Maurice Gibson, Learning Coordinator, from the Evergreen, Alabama Experience Based Career Education project;
- During August 1978, the Experience Based Career Education staff participated in the annual AEL Experience Based Career Education Conference in Madison, Wisconsin;
- During August 1978, the Experience Based Career Education staff provided staff orientation to the faculties of Itawamba Junior College, Hatley High School, Hamilton High School, and Okolona High School;
- Plans were made during July 1978 for secondary senior orientation at Hatley, Hamilton, and Okolona High Schools;
- During August 1978, the Experience Based Career Education staff provided recruiting services for the Itawamba Junior College academic, technical and vocational students;
- During August 1978, Ms. Linda Partlow, On-site Analyst, provided dissemination activities to the Moss Point School District staff at Moss Point, Mississippi;
- During August 1978, the Experience Based Career Education staff provided the Itawamba Junior College staff with the services of Dr. Jenkins, a specialist on the topic of Motivation;
- During August 1978, the Experience Based Career Education director provided interviewing assistance with the LPN interview committees;
- The Fiscal 1977 and Fiscal 1978 First Quarter Follow-up Survey of Experience Based Career Education enrollees was completed in August 1978.

BODY OF THE REPORT

Problem

The Mississippi State Legislature passed Senate Bill #2629 establishing a State Department of Career Education. Governor Finch signed this bill into law on April 29, 1976. Itawamba Community Junior College fully acknowledge the need for this department on the state level and felt that career education programs should be implemented not only on the secondary level but also on the post-secondary level.

Three annual surveys were conducted at Itawamba Community Junior College to determine needs in the five-county Junior College District.

The Vocational Interest Survey involved 1775 graduating seniors in eighteen (18) high schools located in the Junior College District. Results of this survey indicated forty-six percent (46%) of the seniors were undecided in regard to post-secondary plans. The survey also revealed that fifty-five percent (55%) of the seniors had received vocational training at the secondary level. A total of 78.2% of the seniors indicated that vocational training was available at the secondary level, and forty-five percent (45%) indicated an interest in post-secondary Vocational and Technical Education.

The Employment Needs Survey identified existing and projected needs for business, industry, service and health occupations in the five-county Junior College District. The firms surveyed employed over seven-thousand and one-hundred (7100) people. Thirty-seven percent (37%) of the employers indicated a need for better educated workers; forty-one percent (41%) indicated a need for higher skill level individuals and thirty-nine percent (39%) indicated a need for persons with greater technical abilities. Employment needs for industry showed the largest increase in five year projections. As a group, health occupations showed the second greatest employment needs.

The Job Opportunities Survey involved two-hundred and twenty (220) businesses and industries throughout the five-county Junior College District. The questionnaire identified employer interests and training needs. The survey revealed 50 employers with 125 student vacancies. Survey results indicated the need for employees in the following areas: clerical, computer technology, medical laboratory, machinist, maintenance, metal work, nursing, supervisory training, forestry, marketing, communications, and others. The survey also contained a breakdown by city and county of where the above mentioned jobs were most prevalent.

Goals and Objectives

The Experience Based Career Education Program expanded the

existing Cooperative Education Program. It was designed to improve existing work experience programs through learning site analysis, individualized student learning packages with behaviorally stated objectives, and employer recruitment strategies. Experience Based Career Education was designed to be an experientially oriented program that would permit exposure to a minimum of three diverse work environments.

In terms of general objectives, the program will:

- Provide a developmental studies program for educationally disadvantaged students,
- Provide opportunities for career investigation,
- Provide an individualized curriculum,
- Provide the student with an opportunity to develop reading comprehension skills,
- Provide the student with the opportunity to develop mathematical skills,
- Provide an opportunity for observation of and experience in a non-traditional setting.

The student assessment objectives for Fiscal 1978 are as follows:

Methods

(A) Test pre and post all EBCE high school non-graduates group CMI,
(B) Pre & post test CMI non-EBCE high school non-graduates group, control shop.

(A) CMI pre and post test high school graduates in EBCE and also in post-secondary programs,
(B) Use 30 non-EBCE high school graduates enrolled in post-secondary from IJC general population.

Objectives

- I. There is no difference in the knowledge of career opportunities and the career decision-making process of (A) high school dropouts who have completed the IJC EBCE program and (B) high school dropouts presently employed or otherwise as measured by the Career Maturity Inventory (CMI).
- II. There is no difference in the knowledge of career opportunities and the career decision making process of (A) high school graduates who have completed EBCE and presently enrolled in a post-secondary program and (B) those high school graduates who did not enroll in EBCE and are presently enrolled in a post-secondary program as measured by the CMI.

(A) Pre and post test
CTBS Part II all second-
(B) Pre and post test CTBS
Part II 30 secondary level
control non-EBCE individuals.

III. There is no difference
between non-high school
completion EBCE students
and non-EBCE students who
have not completed high
school in (A) Reading Com-
prehension skills as measur-
ed by the CTBS, Part II.

Description of the Project

Originally the proposed Experience Based Career Education Program at Itawamba Community Junior College was a fifteen (15) week program for high school dropouts and graduates. The program was designed to provide for on-site work experience, career exploration, current occupational information and an individualized curriculum. Subsequent program modifications created the need for open-entry, open-exit status of students.

The first phase of the program consisted of orientation sessions which included:

- A general orientation fully explaining the career exploration concept to the student;
- Testing inventories in order to give the student the best possible counseling and direction;
- An introduction to the diverse training programs available to students at the Itawamba Community Junior College;
- An introduction to various occupations to assist students in making career exploration selection (aided by resource personnel); and,
- An introduction to resources available to the students for exploring careers. The students will investigate such materials as the Dictionary of Occupational Titles (DOT), the National Vocational Guidance Association publications, college guides, vocational and technical handbooks, local publications and other appropriate resources. The students will be encouraged to use the Learning Resource Center (LRC).

During the orientation period, the student, with the help of the Learning Coordinator selected two or more occupations to explore during the on-site experience phase of the program. The Learning Coordinator and the student used time to plan further activities and review student progress. The Learning Resource Center was also utilized at this time for further study and research. Guidance services were made available to students during this time.

The Experience Based Career Education Program was modified during the third quarter of fiscal 1977. Experience Based Career Education at Itawamba Community Junior College was modified open-entry open-exit, full-time or part-time, tuition free program. Eligible students are: high school dropouts, high school graduates, post-secondary students, secondary school seniors, or individuals not enrolled in school. This program provided for career exploration, current occupational information, on-site work experience, and an individualized curriculum.

During the orientation period, the student, with the help of the Learning Coordinator, was asked to select one or more occupations to explore during the on-site experience phase of the program. The amount of time to be spent investigating each occupation was individualized and flexible. The Learning Coordinator and the student planned activities and reviewed student progress. Guidance services were made available to students during this time.

After the on-site experience phase, the student returned for a wrap-up. At this time the student chose to:

- Enter or continue a vocational, technical or academic program to prepart for a chosen occupational area, or
- Enter an occupation at the present level of training with job placement assistance.

Those students who successfully completed the individualized program received Continuing Education Units (ten clock hours = one CEU). With this experience, a student will be better prepared to enter an educational program or to gain successful employment.

If a student decides to enter an educational program in the area of an on-site experience with the Experience Based Career Education Program, academic or vocational-technical credit, in terms of semester hours or clock hours, will be provided. With this previous experience, a student should be better prepared to enter an educational program and may complete the program earlier.

Geographic/Demographic Site Characteristics/Data Supporting Need for Experience Based Career Education Program

Itawamba Community Junior College provides educational opportunities to the five-county area of Chickasaw, Itawamba, Lee, Monroe and Pontotoc counties. According to the 1970 census report, 45,570 adults greater than 25 years of age have less than a high school diploma. This figure represents 66.5% of the adult population. In addition, there are 4,551 youth and adults between the ages of 16 and 21 who do not have a high school diploma. There are more than 50,000 youths and adults in this area in need of additional education. A contributing factor in the high, general unemployment rate of over thirteen percent (13%) is the lack of education of this target group.

According to the Mississippi State Department of Education publication School Dropouts by Reason 1974-75, the following data were revealed: Monroe County had a total of 155 dropouts and Pontotoc County had 110 enrollees drop out of school. Chickasaw County had 126 enrollees drop out of school. Lee County had 327 dropouts while Itawamba County had 77. A total of 795 enrollees from grades one through twelve dropped out of school in the Community Junior College District during 1974-75.

The 1970 Census shows that the median family income for the five-county district included in the project is above \$5,500.00, the median family income is \$5,848 in Pontotoc County and \$8,306 in Lee County. Area Per Capita Income ranges from \$1,681 to \$2,392.

Considerable local benefits should be derived from the Experience Based Career Education Program. The program should enhance existing cooperation between public education and State Employment Service, community agencies, and area businesses. The Experience Based Career Education Program should also increase the potential to reduce youth unemployment and the high rate of job turnover. For the area high school dropout or high school graduate, the Experience Based Career Education Program presents a unique educational opportunity not previously available. With the implementation of the project Itawamba Community Junior College can effectively assist the initiation of Experience Based Career Education in the 18 district high schools.

With the recent creation of a State Department of Career Education, Itawamba Community Junior College's project can be observed and implemented throughout regional junior colleges and high schools. As local benefits accrue, Itawamba Community Junior College will take an active role in demonstrating program benefits throughout the Southeastern Region.

National benefits to be derived include an Experience Based Career Education project being implemented in a community junior college, whereas former projects have been restricted to the high school setting. Itawamba Community Junior College's Experience Based Career Education Program will exemplify the advantage of community junior college implementation, participants.

The Itawamba Community Junior College Experience Based Career Education Program is located in the Appalachian Region of North Central and Northeast Mississippi. Included in the project is a five-county area comprised of Chickasaw, Itawamba, Lee, Monroe, and Pontotoc Counties. Those counties are bordered on the east by the State of Alabama, to the south by Lowndes, Clay, and Webster Counties, to the west by Calhoun and to the north by the counties of Union, Prentiss, and Tishomingo.

The five-county area is located in the Northeast Hills and Prairie areas of Mississippi.

The Bass Center for the Experience Based Career Education Program is located on the Itawamba Community Junior College Tupelo Campus on Eason Boulevard, Tupelo, Mississippi. Tupelo is located approximately 170 miles northeast of Jackson, Mississippi and approximately 100 miles southeast of Memphis, Tennessee. Within this area are several incorporated municipalities with Tupelo being the largest.

Site Analysis Techniques

It is the intention of Itawamba Community Junior College to follow the outline of the Experience Site Analysis Manual. Each of the following four major areas are being emphasized:

1. Learning potential at experience sites
2. Relevant learning experiences through resources and activities
3. Student - Learning Coordinator - Resource Person communication
4. Active involvement of employers in student learning

Various materials are being used by the On-Site Analyst to maintain an effective program of on-site work experiences. They include:

- Log for Monitoring Resource Person Availability identifies site availability
- Control of Experience Site Placements assist in placement coordination
- Experience Site Contract Procedures offers guidance and suggestions for maintaining the best possible personnel "public relations"
- Request for New Site determines when new or expanded sites are necessary to meet student need
- Experience Site Analysis Manual explains procedures used in analyzing and documenting the learning potential of community experience sites

Employer Orientation and Recruitment Techniques

Appalachia Educational Laboratory/Experience Based Career strategies are being used to elicit community support.

This includes the creation of a Community Advisory Council (CAC). (Itawamba Community Junior College staff members have established rapport with area business and industry in the five-county Community College District). Once an employer has agreed to participate in the program, site preparation begins. Appalachia Educational Laboratory's Employer Site Learning Guide is being used to analyze and document the learning that occurs at a particular site.

Initial program publicity includes prospective employers as well as prospective students. Employer orientation and recruitment is being achieved through individual personal contact. Group orientation and recruitment sessions are being conducted through the Community Advisory Council. Contacts with community agencies and organizations are also assisting in recruiting potential employers.

Individual Student Learning Plans

Individual student learning plans are being developed through the academic and career curriculum material within Appalachia Educational Laboratory's Experience Based Career Education Program. Within the program, the student determines personal learning objectives. After a student selects an area, the student and the Learning Coordinator generate specific activities and specific behavioral objectives. The Experience Based Career Education Staff, by utilizing the Student Activity Sheet, have the information necessary to observe and evaluate student progress. The individual student learning plans are facilitated through the use of the Appalachia Educational Laboratory/Experience Based Career Education materials.

Expansion or Improvement of Current Offerings

The Experience Based Career Education Program at Itawamba Community Junior College is focused on the expansion or improvement of current offerings in vocational, technical and academic education. Itawamba Community Junior College's Vocational and Technical Programs are:

- Agribusiness Technology
- Air Conditioning and Refrigeration
- Associate Degree in Nursing Technology
- Automobile Body and Fender Technology
- Automobile Mechanics Technology
- Building Construction Technology
- Building Trades Certificate
- Child Development Technology
- Civil Engineering Technology
- Computer Technology
- Data Processing Certificate
- Distribution and Marketing Technology
- Distribution and Marketing Technology/Fashion Merchandising
- Drafting and Design Technology

Electrical Appliance and Refrigeration
Electronics Technology
Forest Technology
Graphic Arts Technology
Industrial Technology
Industrial Electricity Certificate
Industrial Maintenance Technology
Law Enforcement Certificate
Law Enforcement Technology
Machine Tool Technology
Operating Room Assistant
Practical Nurse Certificate
Respiratory Therapy Technician Certificate
Secretarial Science Certificate
Secretarial Science Technology
Upholstery Certificate
Welding Certificate

College transfer programs are also available at Itawamba Community Junior College. Students may major in a variety of fields such as Agriculture, Art, Business Administration, Business Education, Elementary Education, English, Engineering, Home Economics, Industrial Education, Journalism, Liberal Arts, Mathematics, Medical Technology, Music Education, Physical Education, Pre-Medicine, Pre-Pharmacy, Science Education, Secondary Education, Secretarial Science, Social Science, and Speech. Students who have not chosen a field of study may elect to go into General Education.

The current vocational, technical and academic program offerings are being improved as Experience Based Career Education experiences better prepares the student for admission. With the diverse set of on-site experiences, the student has "real-life" on-the-job knowledge before choosing a particular program of study.

The Experience Based Career Education Program will expand the existing Cooperative Education Program. The Cooperative Education Program is an educational process which formally integrates the student's academic study with work experience. The student alternates periods of class with work periods, working in business, industry, social services, and private agencies. Through blending of study and work, students enhance their academic knowledge, their personal development, and their professional preparation.

The Experience Based Career Education student need not decide on a particular field of study to receive on-site experience through the program. After on-site exposure to several career fields, the student will be in a better position to choose a major field of study. Students in Cooperative Education have usually concentrated in an area approximately one year before receiving any on-site experience whereas Experience Based Career Education students may receive experience in several fields in one semester.

The Experience Based Career Education students gain this experience prior to a major field commitment. Present Cooperative Education staff will assist with on-site analysis efforts. The On-Site Analyst will provide current information to cooperative students and staff. Cooperative Education students will benefit through on-site analysis and the Student Learning Guides. Experience Based Career Education site evaluations and reviews will be available for students while deciding on an appropriate Cooperative Education site.

Selection, Development and/or Alteration of Curriculum Materials and Evaluation Instruments

Itawamba Community Junior College makes no distinction on the grounds of race, color, sex, or national origin in providing curriculum materials and evaluation instruments for the students.

Itawamba Community Junior College has established liaison with the local Chambers of Commerce, U.S. Department of Labor/Wages and Hour Division (Tupelo Office), Pilot Club, Tupelo Junior Women's Club, Junior Sorosis Club, American Association of University Women, Junior Auxiliary and others. These organizations and clubs are serving in an advisory capacity to review the curriculum, instructional materials and evaluation instruments with regard to sex-role stereotyping. Materials are also reviewed and updated by a committee at the Appalachia Educational Laboratory including a member from National Organization of Women (NOW).

With the help of the Compliance Officer of the Wage and Hour Division (U.S. Department of Labor - Tupelo, Mississippi office) all curriculum, instructional materials and evaluation instruments are being monitored for the absence of sex-role stereotyping. With the assistance of the University of Mississippi/Tupelo Campus Branch, inservice training is being provided for the staff. Itawamba Community Junior College will be using Experience Based Career Education materials published through the Appalachia Educational Laboratory and funded through the National Institute of Education. These materials are also being monitored for the absence of sex-role stereotyping.

During the Experience Based Career Education orientation period, sex bias and sex role stereotyping are the topics of the group workshops--both staff and students participate. The students remain anonymous when being used for evaluation purposes. The following instruments are being used in evaluation:

- Career Maturity Inventory, Sections One through Five
- Comprehensive Test of Basic Skills, Sections Two Seven and Eight

Placement Without Regard to Traditional Priorities

Itawamba Community Junior College works closely with industry through its Cooperative Education Program, the Comprehensive Education Training Act (CETA), Manpower Programs and Work Incentive Program. Through the five-county area, men and women in non-traditional jobs are available to offer Itawamba Community Junior College non-traditional role models. As a member of the Community Advisory Council, the Compliance Officer of the Wage and Hour Division of the Department of Labor (Tupelo Office) will assist in the college's effort to make employers and the community aware of the Fair Labor Standards Act. This person will speak to the employers and resource persons during their inservice training. The Learning Coordinators also inform employers of male/female participation in non-traditional work roles.

At the present time, Itawamba Community Junior College has students enrolled in non-traditional work roles. The Community College has men enrolled in such programs as Secretarial Science and Nursing and women enrolled in Welding. Automobile Mechanics, Machine Shop and Drafting. Students are encouraged to choose two or more site choices through the self-assessment instruments contained in the Student Program Guide. This appears to overcome the students' opposition to being placed in work situation without regard to sex-role stereotyping.

The Learning Coordinators maintain a list of job opportunities and a record of the students' training and interests. This information is helpful in placing students in jobs for which they are prepared. A program is being developed to follow up all students for a period of at least five years. If feasible, the students will be encouraged to participate in continuing education in order to advance to their maximum capabilities. Vocational Education is provided by Itawamba Community Junior College to enable these persons to continue their educational endeavors.

All businesses and industries selected as on-site training facilities will have an Affirmative Action Program that meets the requirements of the Equal Employment Opportunity Act. In order to identify all area businesses and industries having an Affirmative Action Plan, the Guidance Department at Itawamba Community Junior College has recently distributed letters to businesses and industries. The letters request a copy of the business's or industry's Affirmative Action Plan.

During the orientation, students are made aware of:

- Bona Fide Occupational Qualifications

- Equal Employment Opportunity Commission
- Fair Labor Standards Act
- Occupational Safety and Health Act
- Title VII
- 1969 Law: unlawful to use sexist term in help-wanted ads
- 1970; Guidelines from the Secretary of Labor prohibiting sex discrimination
- State and Federal Child Labor Laws

Non-traditional Work Roles

Itawamba Community Junior College is working very closely with the Local Employment Services, business and industry personnel departments, and the Department of Labor in providing community Resource Persons in non-traditional work roles. These Resource Persons are working with young women and men who have an interest in a similar non-traditional job area. If such a person cannot be found, Itawamba Community Junior College is using existing facilities to allow students to observe other students in non-traditional classes, such as women in Automobile Mechanics and Welding and men in Secretarial Science and Nursing.

Itawamba Community Junior College are sponsoring workshops that present a wide range of work experience. Community Resource Persons and students presently enrolled in non-traditional classes are being asked to participate in these workshops. The College will sponsor a seminar with the help of the Department of Labor making students, staff and others aware of the Policy and Grievance Procedures and Affirmative Action Plan.

The Experience Based Career Education Program includes in-service training for staff, orientation for students, individualized curriculum for students, (materials will be monitored for elimination of sex-bias and sex-role stereotyping) and a minimum of three on-site experiences for every student. The structure permits existing facilities and staff to significantly support Experience Based Career Education Program efforts. A wide range of instructional staff in vocational/technical and academic areas will serve as resource persons. The curriculum materials of the Learning Resource Center and the Adult Basic Education Program materials.

The organizational process will permit assessment of results in terms of specific student outcome objectives. Periodic follow-up of Experience Based Career Education Program graduates will be maintained in the system.

Development and Specifications of Behavioral Objectives and Documentation of Student Educational Experiences

Itawamba Community Junior College has developed and specified several behaviorally stated measurable student outcome objectives. The student outcome objectives include three areas:

- Continued Career Preparation:

A significantly higher portion of students will enter a post-secondary educational training program, as determined by follow-up head count.

A significantly higher portion of high school dropouts will enter an adult education program to complete requirements for high school equivalency as determined by follow-up head count.

- Career Exploration:

Students will gain more knowledge of the occupational world, as measured through the Career Maturity Inventory.

Students will improve their career decision making skills, as measured through the Career Maturity Inventory.

- School Dropouts:

Fewer students will drop out of school during the Experience Based Career Education Program.

A greater number of Experience Based Career Education graduates will remain in school during a subsequent educational program.

The educational experience of each student will be continually documented. Individual activity sheet utilization will be maintained by the Learning Coordinator and the students. Behavioral objectives will be stated for each learning activity. The activity sheet will include the time spent in the various individualized activities. On-site visits by the Learning Coordinator will permit student - Learning Coordinator - Resource Person interactions.

For Experience Based Career Education and control group participants, parental and/or guardian approval will be secured for any student less than 18 years of age. Parental and/or guardian approval will also be secured for the collection of data including age, sex, race, grade level, and socio-economic level. Experience Based Career Education participants, control group members, and parents will be assured that anonymity will remain throughout project data analysis. Participants involved in case studies will not be identified.

A parental permission form will be developed to pinpoint the scope and utilization of student data. The data form plus an Experience Based Career Education Program summary will be sent to all interested parties. Parents will be interviewed to assess their reaction to the program.

Adequacy of Sample

An adequate sample will be included in the evaluation process. All Experience Based Career Education Program participants will be included in pretest and post-test measurements. A sample of regularly enrolled students at Itawamba Community Junior College will be included in the pretest and post-test assessment.

Evaluation Design

The major evaluation design that has been selected to assure that gains can be attributed to the Experience Based Career Education experience and not to external factors will be the pretest/post-test control group design.

The control group and all Experience Based Career Education student participants will be administered a series of pretest instruments. At the conclusion of the Experience Based Career Education experience, both the control group members and experimental (EBCE) students will be given a series of post-tests. This design permits a comparison between Experience Based Career Education students and those students regularly enrolled at Itawamba Community Junior College.

Use of Validated Instruments

Validated instruments will be utilized in measuring student gains. The Comprehensive Tests of Basic Skills (CTBS) by McGraw-Hill Company will assess student outcomes in terms of reading comprehension, mathematical concepts, and mathematical applications. The Career Maturity Inventory (CMI) by McGraw-Hill will assess student attitudes, goal appraisal, occupational knowledge, and career decision-making.

Both the Comprehensive Test of Basic Skills (CTBS) and the Career Maturity Inventory (CMI) have been used successfully to assess Experience Based Career Education Programs. Additional instruments, such as Assessment of Student Attitudes, Basic Skills Inventories, and other reliable and validated measurement tools will be utilized through-out the program.

Process Objectives/Sex-Fair Guidance

Students will recognize sex-role stereotyping after participation in group counseling sessions.

Group counseling is assisting students in recognizing sex-bias and sex-role stereotyping. Value clarification and role-playing are specific techniques that are being utilized. In personal and group counseling, students are being encouraged to observe seek non-traditional work experience. The Learning Coordinator and guidance personnel have established an open line of communication with the Mississippi State Employment Service and the Department of Labor, Wage and Hour Division, Tupelo, Mississippi, in order to identify non-traditional work settings.

The guidance staff is aware of sex discrimination including popular assessment devices that are sex-biased. Counselors are assisting in the career maturity of Experience Based Career Education students in terms of occupational information, positive attitudes, future planning, problem solving, capability appraisal and formation of realistic career goals.

Placement and Follow-up

Sex-Fair Guidance and follow-up will be conducted and documented for as many students as possible. The Experience Based Career Education Program process does not end at the conclusion of the "wrap-up" and evaluation. Periodic follow-up of each Experience Based Career Education graduate and dropout will be conducted.

At the conclusion of the student's participation, whether at graduation or prior to completion, the Experience Based Career Education Staff will assist with the successful placement of each student in:

1. Regular admission into a post-secondary educational program.
2. Job placement
3. A training program conducted through CETA or Manpower programs.

Safeguards/Insurance for Students

Upon admittance into the Experience Based Career Education Program, each student is covered under the present twenty-four hour accident insurance policy carried by Itawamba Community Junior College. This policy covers the student while in or on the school premises, while in attendance at the on-site premises, while traveling directly to and from any regularly scheduled and approved school activity, and while traveling directly to and from any regularly scheduled and approved school activity, and while traveling directly to or from the insured's residence and the school for the purpose of performing regularly assigned and duly authorized duties.

This policy provides benefits for accidental injuries, accidental dismemberment and medical expenses.

Liability as of August 1, 1978 Liability Insurance for Employer Has Been Provided

Employers for on-site experiences are selected on the basis of their compliance with the Occupational Safety and Health Act (OSHA) and Fair Labor Standards Act requirements. No student will be placed where an employer does not meet requirements.

Sites are being monitored continuously by Learning Coordinators and the On-Site Analyst for adherence to the Occupational Safety and Health Act (OSHA) and the Fair Labor Standards Act. If, at any time, it is felt that these laws are being violated, students will be removed from the sites where the violations exist.

Employers selected for learning sites were involved in a period of orientation where they were made aware of the program regulations concerning students. The Occupational Safety and Health Act and the Fair Labor Standards Act were discussed in detail. Emphasis was placed on the Fair Labor Standards Act's "13 week" ruling stating that no person can work more than 13 weeks without remuneration.

Potential for Reducing Level of Youth Unemployment

The Northeast Mississippi area has a high incidence of youth unemployment according to the data reviewed. One of the purposes of the program is to combat youth unemployment in our area. Factors affecting the high level of youth unemployment in our area are:

- Lack of current occupational information
- Lack of appropriate career goals
- Lack of realistic self-assessment
- Lack of adequate job skills

The above mentioned contributing factors to youth unemployment are being dealt with by providing:

- Accurate, current and objective occupational information through the Experience Based Career Education experience
- Substantial information for the student through interactions with staff, employers and other resource persons including those employed in non-traditional work roles
- Intensive group experiences and individual interactions to assess personal strengths and weaknesses more realistically

- On-site work experiences.

In addition to benefits derived from the contacts during the Experience Based Career Education Program, potential employers and personal references are being developed.

Potential Contribution

Through the student's relationship with the Learning Coordinator and remedial Resource Person, he/she will constantly be reminded of the importance of academic skills. The Learning Coordinator and Resource Person will assist in development of mathematical and verbal comprehension skills. In the Experience Based Career Education Program, the Community is the school and the Resource Person is a learning facilitator. At the conclusion of the program, academic, technical or vocational credit, in terms of semester hours or clock hours, will be provided to the participants.

Itawamba Community Junior College presently works with the Mississippi Manpower and the Comprehensive Education and Training Act Programs. Representatives from the following manpower agencies will maintain membership on the Community Advisory Council:

- Department of Labor, Wage and Hour Division, Tupelo
- Mississippi State Employment Service, Tupelo Office

Occupational aspirations and opportunities will be broadened through the on-site experiences and contacts with Learning Coordinators and Resource Persons. Resource Persons currently in non-traditional job roles will be available to assist in the elimination of sexual, cultural and racial barriers. On-site businesses which have personnel in nontraditional employment roles will be sought to work with students.

Youth Services

The Experience Based Career Education Program at Itawamba Community Junior College is one that developed to meet the individual needs of a diverse student population. The high school dropout as well as the high school graduate will be eligible for the program. Community agencies, in particular, the Mississippi State Employment Service, are acting as referral agencies for the Experience Based Career Education Program. A portion of the Experience Based Career Education students are high school dropouts.

The Itawamba Community Junior College Adult Basic Education Program, which is the largest in the State of Mississippi, is being utilized to identify a significant number of educationally disadvantaged students.

Many of these students are academically, culturally, and economically handicapped. The individualized program of Experience Based Career Education is an appropriate setting to overcome handicaps in terms of job skills and academic background.

Priority Areas in Vocational Education

The philosophy of Itawamba Community Junior College is being extended into the Experience Based Career Education Program. Itawamba Community Junior College recognizes the seriously high level of youth unemployment in the area and through the Adult Basic Education and Vocational/Technical programs, the institution is particularly attuned to the individual needs of the high school dropout and of the student not desiring an academic field of study.

Types of Surveys and Analysis

In terms of needs assessment for the Experience Based Career Education Program in the Itawamba Community Junior College District, several surveys were conducted. The Vocational Interest Survey, conducted during 1976, involved 1775 graduating seniors in the twenty-two (22) area high schools. The survey indicated that although 78.2% of the students had vocational training available at the secondary level, almost one-half (46%) of the students were still undecided in regard to post-secondary plans.

The Employment Needs Survey involved employers that represented over 7100 employees in the Junior College District. The survey indicated that employers were seeking employees with more education, higher skill levels, and greater technical abilities. Industry had the largest employment needs in a five year projection while as a group, Health Occupations had the second greatest employment needs.

The Job Analysis Survey involving 220 businesses and industries throughout the Junior College District indicated employers' interests and training needs. Survey results identified fifty (50) employers with one hundred twenty-five (125) student slots or vacancies. The survey indicated that employers need employees in the following areas: clerical, computer technology, medical laboratory technology, machinery operations, maintenance, metal work, nursing, supervisory training, forestry, marketing, communications, and others. Survey results contained a breakdown by city and county of where the above mentioned jobs were most prevalent.

Procedures for Achieving Objectives

A diverse cross-section of students was selected for admission into the program. In terms of education, high school dropouts and high school graduates were included.

In terms of sex, both males and females were included. In terms of race, minority group members were represented.

Maximum career exploration experience was possible through permitting on-site work experience to be open-entry/open-exit.

The orientation/intensive group experience focused on career development. The students were made aware of sex-role stereotyping and participated in values clarification, cultural awareness, and career decision making mini-workshops.

The Director, the On-Site Analyst, the three Learning Coordinators and the Secretary continually transmitted the goals and objectives of the program to interested parties. The Program Director communicates frequently with the Community Advisory Council, State Department of Education, local school districts and the community at large. The On-Site Analyst communicates with on-site Resource Persons and community agencies.

The Director of the Experience Based Career Education Program is responsible to the President of the Community College through the Vocational and Technical Director. The Appalachia Educational Laboratory/Experience Based Career Education staff assists the entire project staff through the Program Director. The Community Advisory Council makes its recommendations through the Program Director and On-Site Analyst/Community Liaison. The On-Site Analyst/Community Liaison and the Learning Coordinator are directly responsible to the Program Director. The On-Site Analyst/Community Liaison, in addition to a working relationship with on-site Resource Persons, coordinates activities through various community agencies which include the Mississippi State Employment Service, CETA staff, and Manpower staff. On-Site Resource Persons coordinate their efforts through the On-Site Analyst/Community Liaison and the Learning Coordinators work closely with the individual students on the campus and during on-site visits. Guidance personnel, Learning Resource Center personnel Adult Basic Education Laboratory personnel, and the Instructional staff members and all materials are utilized to support the individualized student learning experience. The open-entry/open-exit, full-time or part-time status modification is individualized and flexible.

The key to the Experience Based Career Education Program process is the student activity sheet. The activity sheet is the primary form for recording the individualized program of study for each student. The activity sheet lists specific learning activities that ensures the meeting of student needs. The activity sheet is evaluated by the Learning Coordinator and the student in terms of quantity and quality in specific subject areas. Throughout the program the student establishes personal goals. In addition to stated student process outcome objectives, the Experience Based Career Education Program introduces students to job-entry skills.

The student activity sheet collection insures proper credit translation. For example, an Experience Based Career Education student will receive continuing education units (1 per 10 clock hours).

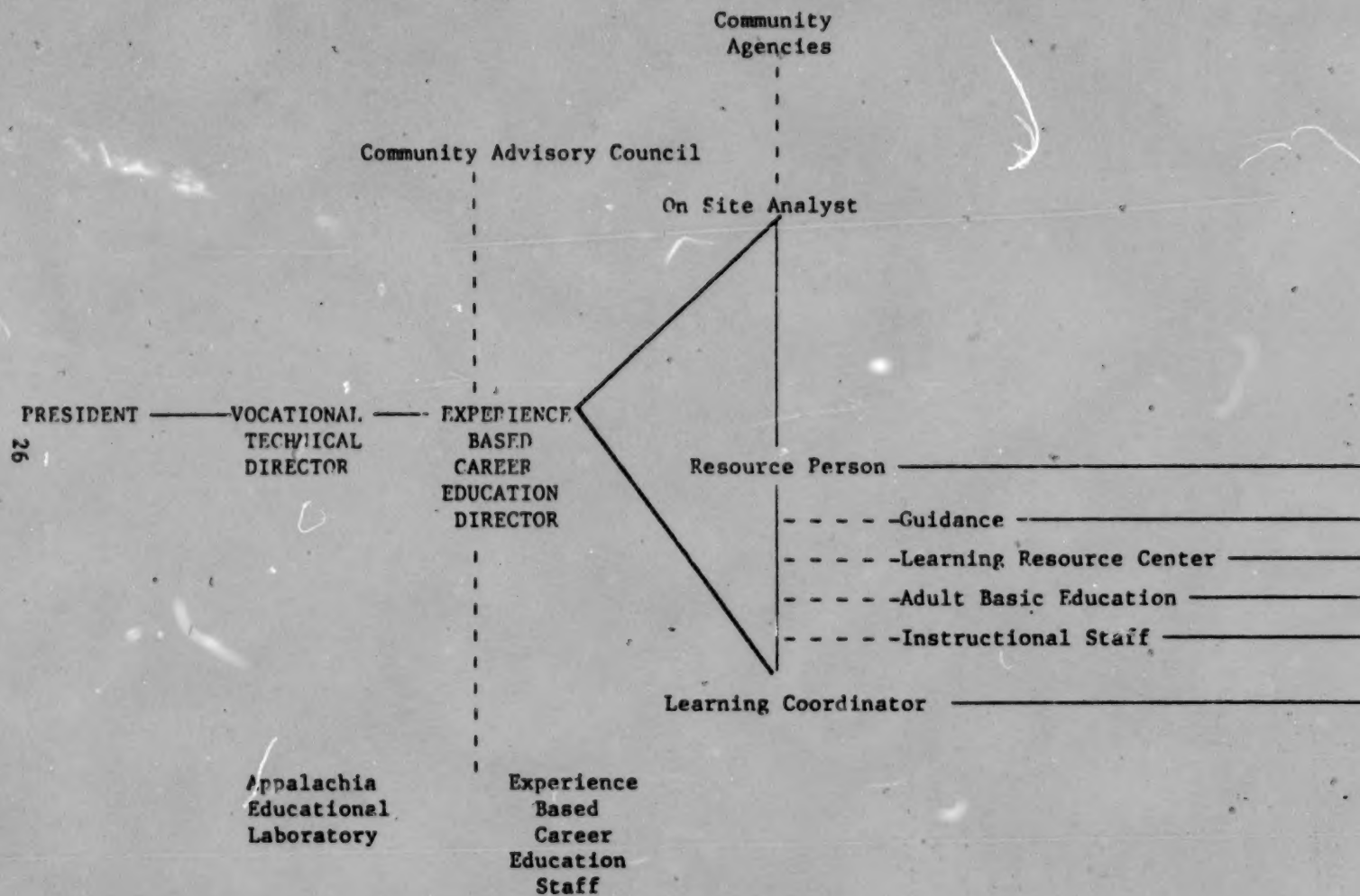
Management Plan

In order to carry out the project as outlined, a management plan was developed which should provide for the smooth and efficient implementation of Experience Based Career Education in conjunction with existing programs. Process objectives to be met included an individualized student learning program and non-traditional student learning program and non-traditional Resource Person identification. This was accomplished through pre-planning, site analysis, supervision, and specific participant objectives.

The Itawamba Community Junior College counselors are responsible for providing participants with individual and group counseling. All Experience Based Career Education staff are involved with employers, resource people, parents and students. A major emphasis of the staff is to eliminate sex biases and sex-role stereotyping encountered in the world of work.

The Organizational Chart found on the following pages will clarify the Management Plan.

ORGANIZATIONAL CHART



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Results and Accomplishments

Accurate records are being maintained on program participants during the following Experience Based Career Education experience. Results, in terms of specific program objectives, will be identified in the following areas:

- Continued Career Preparation
- Career Exploration
- School Dropouts
- Academic Achievement
- Community Reactions

In order to effectively disseminate the Experience Based Career Education Program's anticipated outcomes, various strategies are being used. Itawamba Community Junior College plans to reach Mississippi residents and interested out-of-state parties through the following:

- Local newspapers
- Professional newsletters
- Professional journals
- Regional conferences
- State conferences
- Direct mailing to high schools, county superintendents of education and State Department personnel
- Representatives of business and industry
- Individual interested party information requests

The third party evaluations' reports will be utilized in the dissemination process.

By emphasizing the positive aspects of the Experience Based Career Education Program to local school districts and professional educators across the state, it is anticipated that several positive elements of the project will be incorporated into other vocational education programs on both the secondary and post-secondary levels.

External Policy Advisory Boards

Representatives of business, industry, government, labor and the professions will constitute the Community Advisory Council. Community Advisory Council members were sought through the following sources:

- Area industry
- City and county governments
- Boards of Education
- Department of Labor/Wage and Hour Division
- National Organization of Women

- Labor Unions
- Office of Civil Rights
- Community Development Education
- Lions Club
- Pilot Club
- Rotary Club
- Kiwanis Club
- American Association of University Women
- National Association for the Advancement of Colored People
- Jaycees/Jaycettes
- Junior Sorosis Club
- Junior Auxiliary
- Area Professionals
- Parents
- Students

The Community Advisory Council's main purpose is to advise and assist the Experience Based Career Education Program administration. The Community Advisory Council will facilitate an effective operation without formal policy making power. Specifically, the Community Advisory Council is assisting and will assist in student recruitment, program publicity, location of additional work sites and funds, and will provide an area for consideration of new ideas. The creation of the Community Advisory Council established a vital communication link between the community and the program. The Community Advisory Council played a significant role during the Experience Based Career Education Program planning stage.

The Community Advisory Council by-laws will be kept simple and to a minimum. The Advisory Council was divided into several task forces that will deal with particular Experience Based Career Education Program issues. Several examples of task force issues are:

- Employer site expansion
- Academic credit translation
- Program evaluation
- Alternative funding
- Relationship with local district schools.

Facilities and Equipment

Itawamba Community Junior College makes no distinction on the grounds of sex, race, color, or national origin in making available to individuals the use of any land, building, equipment, or other facility.

This includes:

- The use of any room, dormitory, ward, or other space in the facility,

- The use of any equipment in the facility,
- The use of any office, waiting room, restroom, eating, recreational, concession, or other accommodation or convenience provided in the facility, and
- The use of any facility not provided with the aid of federal financial assistance.

Itawamba Community Junior College used the Appalachia Educational Laboratory's Experience Based Career Education printed materials, including instructional materials and manuals. The College used the preservice and inservice training programs developed by the Appalachia Laboratory for Experience Based Career Education personnel.

Materials developed to operate an Experience Based Career Education Program include:

Guidelines and Procedures Manual

Student Career Guide

Student Program Guide

Implementation Manual

Standard Activity Sheet Manual

Cross Reference Catalogue

Experience Site Learning Guides

Experience Site Control System Manual

Guide for Resource Persons

Training Manual

Management by Objective Manual

Director of Operations Manual

Itawamba Community Junior College is utilizing its existing printing facilities to print additional materials needed for the Experience Based Career Education program. Two full time printers are available to print needed materials.

Itawamba Community Junior College is providing and will provide appropriate facilities and equipment for the Experience Based Career Education Program. Individual office facilities are available for the entire Experience Based Career Education staff.

A. Learning Laboratory (Student work area)

- Book Shelves
- Carrels and Chairs
- Instruction Resources
- Audiovisual Equipment

B. Learning Coordinators' Offices

- Telephone
- Desk and Chairs
- Bookcase
- File Cabinet
- Instructional Materials
- Bulletin Board/Calendar
- Chalk Board

The college offers free bus transportation throughout the five-county area for all students.

Training shops such as Welding, Machine Shops, Automobile Body and Fender Repair, Air Conditioning and Refrigeration, Automobile Mechanics, Masonry, Plumbing, Carpentry, and Electrical Appliance and Refrigeration are available.

Technical departments such as Agribusiness, Nursing, Civil Engineering, Computer, Distribution and Marketing, Drafting and Design, Electronics, Forestry, Graphic Arts, Industrial Maintenance, Law Enforcement, Machine and Tool, Respiratory Therapy Child Development Technology, and Secretarial Science also are available for Experience Based Career Education students to visit and observe in deciding what areas are of interest.

Accomplishments (Sequential)

Itawamba Junior College adapted the Experience Based model designed to meet the needs of youth in vocational. As of September 14, 1977, our Experience Based Career Education project had attracted 350 resource persons in 150 employer sites. At this point, a complete variety of occupational experiences was amassed from which our students could choose. The collection of available resource persons included: members of all five counties; representatives of both sexes and several races; professionals, the skilled and semi-skilled, technicians, and craftsmen; non-traditional role workers; and workers representing a wide variety of worker trait groups.

Itawamba Junior College shares with all Experience Based Career Education programs certain key elements. These elements include:

- Using experience sites in the community as the principal bases for learning experiences,
- Using individualized instructional program based upon assessed needs of the student as well as experience-based learning activities,
- Using basic skills focusing on reading, writing, and mathematics as they are needed in the world of work, and
- Using a system of accountability that fosters students' assumption of responsibility and progress in the program.

The manner in which Experience Based Career Education was implemented at Itawamba Junior College through on-site experience was by a process of site analysis and recruitment. Employers complied with Occupational Safety and Health Act and Fair Labor Standards Act requirements. Experience Site Analysis refers to a systematic method of analysis for identifying what potential learning experiences exist for the students at participating experience sites. There are four major areas of emphasis within the experience site analysis system:

- To determine what learning potential exists at experience sites in terms of activities, resources and personnel,
- To utilize those resources, activities and personnel to provide students with learning experiences relevant to to today's world,
- To establish communication links between employers and Resource Persons, Learning Coordinators, and students, and
- To actively involve employers and employees in determining or establishing student learning experiences, with particular stress being given to "hands on" experiences.

Itawamba Junior College's Experience Based Career Education Program organized its community resources according to the Dictionary of Occupational Titles' 114 worker trait groups.

A staff member contacted the desired site, arranged an appointment and presented the Experience Based Career Education program to the site and if conditions warranted, solicited the site as a participating resource in the EBCE program. When the site became a resource, and Experience Based Career Education Learning Guide was developed for that particular site. The information documented in the Learning Guide identified four types and levels of student activity; related career, academic, and personal learning possibilities; any special restrictions, requirements and safeguards; and additional information.

This learning guide was developed on each experience site and each resource person at that site. The guide was made available to the student, the resource person, and the Learning Coordinator. The student and Learning Coordinator determined, to a great extent, the learning experiences available at a given site and the desirability of a given site for a particular student. Each resource person and site was then categorized according to Worker Trait Groups, and Data, People, Things Concept of Work Experiences in a List of Experience Site Placement Opportunities. All sites and resource persons were listed on a Site Placement Monitoring Log where the Placement Coordinator established a system for monitoring students and their placement on a site.

Through the supervision of the Director, the EBCE staff developed Experience Site Learning Guides for each of the employers participating in the program. The Learning Guides assisted student choices through documentation of work opportunities, conditions, and requirements at individual sites. Specific information for each resource person available at a particular site was also furnished in the Learning Guide. One example is presented in Appendix A.

Improving academic skills is an important part of the Experience Based Career Education Program. Students in the Itawamba Junior College Experience Based Career Education Program will vary in academic needs and interests. Therefore, an individualized learning program is required. During orientation students were given instruments to determine their level of reading and mathematics ability.

For the dropout student, the Learning Coordinator coordinated a program of career exploration and academic learning goals and activities to enable these students to pass the General Educational Development exams. For students with diplomas who seek career exploration without academic credit, the Learning Coordinator designed referral to increase academic skills in the area of interest and job needs.

On May 1, 1978 the Experience Based Career Education staff completed an in-service training on "Success Strategies" conducted by Dr. William Glasser through satellite educational television.

The Second Quarterly Report was mailed to the Office of Education of Health, Education, and Welfare on March 16, 1978.

The Itawamba Junior College Experience Based Career Education follow-up packets were completed in rough draft on March 17, 1978.

On March 28, 1978 the Hamilton High School Experience Based Career Education seniors were provided with a tour and Learning Resource Center orientation at the Itawamba Junior College Tupelo and Fulton campuses.

On April 3 and 4, 1978 the Office of Education of Health, Education, and Welfare evaluation team visited the Itawamba Junior College Experience Based Career Education project. The team members were as follows: Ms. Ellen Lyles, Office of Education Program Officer; Mr. Dan Campbell, Memphis Experience Based Career Education project director; Dr. David Morse, Third-Party Evaluator; and Ms. Betty Wong, Mississippi State Department of Education. On March 5 and 6, 1978 Dr. Bill Mattison, Itawamba Junior College Project Director, served as a member of the Memphis Experience Based Career Education Project Evaluation Team.

On March 30, 1978 Dr. Bill Mattison, Itawamba Junior College Experience Based Career Education Project Director discussed the Experience Based Career Education secondary campuses with each principal at Hatlev, Okolona, and Hamilton high schools.

On March 29, 1978 Dr. Bill Mattison, Experience Based Career Education project director, presented a workshop to a group of twenty-six (26) auxilliary recipients.

On April 3, 1978 the Experience Based Career Education staff conducted a workshop on sex-bias for forty (40) non-Experience Based Career Education auxilliary recipients from Houlka High school.

On April 7, 1978 the secondary senior survey analysis sheets were mailed to the ten participating secondary schools from the Itawamba Junior College district.

On April 13, 1978 Dr. Bill Mattison, Experience Based Career Education project director, discussed the fiscal 1979 plans for Okolona High School with Mr. Anderson, Superintendent of Schools at Okolona, Mississippi.

On April 28, 1978 Dr. Bill Mattison attended the Committee meetings on Research and Aging at the Mississippi Personnel and Guidance Association meeting in Jackson, Mississippi.

On April 24 and 25, 1978 the Experience Based Career Education staff participated in the seminars at Tupelo, Mississippi, by Mr. Teter, Executive Director of the Appalachian Regional Commission.

On May 3, 1978 the Shannon High School senior class toured the Itawamba Junior College Tupelo campus and Experience Based Career Education auxiliary services were provided.

On April 24, 25, 26, 27, and 28, 1978 Ms. Bettye Coggin, learning coordinator, provided job survival skills workshops to one-hundred and sixty-five (165) auxiliary recipients of Experience Based Career Education services.

On May 2, 1978 Ms. Linda Partlow and Ms. Bettye Coggin provided auxiliary services on sex-bias and an introduction to Experience Based Career Education to sixty-one (61) Youth Employment Training Program students from Lee county, Mississippi.

On April 25, 1978 Dr. Bill Mattison, Experience Based Career Education director, discussed the Itawamba Junior College Experience Based Career Education project with Ms. Ellen Lyles, Office of Education Program Officer.

On April 19, 1978 Ms. Linda Partlow, on-site analyst, and Ms. Elizabeth Newsom, learning coordinator, participated in a value clarification workshop in Jackson, Mississippi.

On April 26, 1978 Ms. Bettye Coggin provided an auxiliary Experience Based Career Education service to forty (40) Plantersville School students.

On April 28, 1978 Dr. Bill Mattison participated in a planning session on the S.P.E.D.Y. program.

On April 28, 1978 the Experience Based Career Education staff delivered Summer Program for Economically Disadvantaged Youth applications and provided orientation to professional personnel in Monroe and Chickasaw County counties.

On May 4, 1978 the Experience Based Career Education staff provided orientation services to three hundred (300) persons through the utilization of an information booth at the Community Development Foundation Annual Convention.

On May 9, 1978 Ms. Bettye Coggin, learning coordinator, presented a program to the American Association of University Women concerning the value of Experience Based Career Education involvement.

On May 10, 1978 Dr. Bill Mattison, Experience Based Career Education Director, met with Mr. Lindsey, Principal of Shannon High School and confirmed the school as a satellite campus for January, 1979.

On June 6, 1978 Ms. Elizabeth Newsom, Experience Based Career Education learning coordinator, presented a program on Experience Based Career Education to the Mississippi Appalachian Manpower Consortium workshop participants.

On May 11 and 12, 1978 Dr. Bill Mattison, Experience Based Career Education Director, met with the Summer Program for the Economically Disadvantaged Youth coordination committee and the pre-screening committee.

On May 15, 1978 Ms. Audrey McFarland, learning coordinator, coordinated the informative service of the Summer Program for Economically Disadvantaged Youth in Chickasaw County, Mississippi.

On May 15, 1978 Ms. Bettye Coggin, learning coordinator, assisted with career counseling during the Itawamba Junior College day registration.

On May 16, 1978 the Experience Based Career Education Advisory Council met with the total Itawamba Junior College Advisory group at a social gathering. Ms. Bettye Coggin, learning coordinator, and Ms. Linda Partlow, on-site analyst, assisted with the coordination of the activities.

On May 17, 1978 Dr. Bill Mattison, Experience Based Career Education Director, met with the Summer Program for Economically Disadvantaged Youth screening committee.

On June 13, 1978 Dr. Bill Mattison attended the quarterly meeting of the Monroe County Mental Health Association in Amory, Mississippi.

From June 12-16, 1978 Ms. Linda Partlow participated in "Sex Equity Workshop" in Columbus, Mississippi.

On May 8, 1978 a five county vocational Technical Advisory Council Meeting was attended by the EBCE staff and the Community Advisory Council.

On May 12, 1978 the Experience Based Career Education staff attended the Mississippi Association of Vocational Educators' meeting in Oxford, Mississippi.

On May 29, 1978 Ms. Audrey McFarland, Experience Based Career Education learning coordinator, visited the experimental school model in Philadelphia, Pennsylvania.

Publicity releases on area radio stations, in newspapers, and civic clubs were conducted during the third quarter of fiscal 1978.

The Experience Based Career Education staff visited area Mississippi Employment Security Commission Offices and explained the Experience Based Career Education services to the counseling staff.

During April and May of 1978 recruitment efforts continued in the non-school, Adult Basic Education, and post-secondary populations.

On May 3, 1978 the Shannon High School senior class toured the Itawamba Junior College Tupelo campus and Experience Based Career Education auxiliary services were provided.

On May 4, 1978 the Experience Based Career Education staff provided orientation services to 200 persons through the utilization of an information booth at the Lee County Community Development Foundation Annual Convention at Tupelo Mississippi.

On May 9, 1978 Ms. Bettye Coggin, Experience Based Career Education learning coordinator, presented a program to the American Association of University Women concerning the value of Experience Based Career Education involvement.

On June 6, 1978 Ms. Elizabeth Newsom, learning coordinator, presented a program on Experience Based Career Education to the Mississippi Appalachian Manpower Consortium workshop participants.

On May 16, 1978 the Experience Based Career Education Advisory Council met with the total Itawamba Junior College Advisory group at a social gathering at the Itawamba Junior College Tupelo campus. Ms. Bettye Coggin, Experience Based Career Education learning coordinator, and Ms. Linda Partlow, Experience Based Career Education on-site analyst, assisted with the coordination of the activities.

On May 4, 1978 an article concerning the Itawamba Junior College Experience Based Career Education project was published in the Community Development Foundation 1978 program book.

The sixth meeting of the Experience Based Career Education Community Advisory Council was held on May 2, 1978.

An article concerning an Experience Based Career Education student was published in the April 20, 1978 publication of the Itawamba County Times.

On March 20, 1978 Ms. Linda Partlow, Experience Based Career Education on-site analyst, presented a program on Experience Based Career Education to a Delta State University graduate class in Cleveland, Mississippi.

On April 5, 1978 Ms. Linda Partlow, on-site analyst, presented a program on Experience Based Career Education to the Alpha Alpha Mu Chapter Phi Beta Lambda at the Itawamba Junior College Tupelo Campus.

An article on Experience Based Career Education was published in the Amory Advertiser on May 29, 1978.

An article concerning Experience Based Career Education non-traditional roles services was published in the Amory Advertiser on April 20, 1978.

An article concerning Experience Based Career Education non-traditional roles services was published in the Tupelo Daily Journal on April 12, 1978.

An article concerning Experience Based Career Education services was published in the Itawamba Junior College Chief-tain on April 13, 1978.

Ms. Linda Partlow, on-site analyst, presented a program to the Verona Lions Club on April 18, 1978.

An article concerning an Experience Based Career Education program presented by Ms. Linda Partlow, on-site analyst, was published in the April issue of the Magnolia Lion, a statewide newspaper. Over 200 Lions Clubs and 1200 Lions Club members received a copy of this report.

On May 16, 1978 a letter written by Ms. Bettye Coggin, Experience Based Career Education learning coordinator, was mailed to Mr. Tom Carlisle concerning interests in Experience Based Career Education.

MAJOR ACTIVITIES AND EVENTS

From September 14, 1977 to December 13, 1977 the total Experience Based Career Education enrollment was one hundred and ninety. The first quarter began on September 14, 1977 with twenty-nine EBCE enrollees.

Recruitment efforts were involved with the non-student population, secondary level senior classes, regular academic, technical or vocational post-secondary level students, adult basic education students, and cooperative education post-secondary level students. The approach of fusing EBCE activities within the framework of existing academic, technical or vocational classes at the post-secondary level was implemented. In addition the EBCE staff was involved with the following auxiliary services and groups: (1) Sixty Vocational Educational Groups, and (2) Forty-three non-EBCE students.

On Wednesday, September 21, 1977 Dr. William H. Mattison, Experience Based Career Education Director, oriented the Hatley High School Administration at Hatley, Mississippi as to the EBCE services available to secondary seniors.

On September 27, 1977 the Experience Based Career Education Director visited the Mississippi State University Research and Curriculum Unit in order to finalize plans for the Third Party Evaluation of Fiscal 1977.

On Wednesday, September 28, 1977 Dr. William H. Mattison, Experience Based Career Education Director, oriented the Hamilton High School Administration at Hamilton, Mississippi as to the possibility of EBCE services to interested seniors who did not have occupational orientation in their curriculum. The school officials agreed to permit the Itawamba Junior College on-site analyst and learning coordinator Elizabeth Newsom to speak to the seniors on October 6, 1977.

On September 30, 1977 we mailed a poem written by an Experience Based Career Education student to the EBCE regional newsletter.

On October 4, 1977 at two o'clock p.m., the EBCE director, on-site analyst and learning coordinators met with the Chickasaw County Welfare Department social workers and the counseling staff of the Okolona City school system in order to discuss the EBCE services for the senior class.

The fourth Advisory Council Meeting was conducted at Itawamba Junior College Campus on October 5, 1977 at three o'clock p.m. The Minutes of the Meeting of the Experience

Based Career Education Community Advisory Council is located in the Appendix.

On October 10, 1977 through October 14, 1977 the EBCE staff administered the Vocational Educational Groups to sixty auxilliary recipients of EBCE services. On October 14, 1977 Ms. Linda Partlow, on-site analyst spoke to the senior class at South Pontotoc High School at Pontotoc, Mississippi.

On October 18, 1977 at six-thirty Dr. William Mattison attended the North Monroe County Chamber of Commerce and Development Council at Amory, Mississippi to hear Dr. Robert W. Scott, co-chairman of the Appalachian Regional Commission.

On October 25, 1977 the employment of Ms. Hope Davidson, Experience Based Career Education Secretary was confirmed by President W. O. Benjamin. Ms. Davidson began work on November 2, 1977.

On October 25, 1977 Dr. Ed Thomas, Fiscal 1977 Evaluator III Party visited Itawamba Junior College and evaluated our progress on the Fiscal 1977 Annual Report.

On October 26, 1977 Dr. William H. Mattison discussed the progress of the Itawamba Junior College Experience Based Career Education Project with Mrs. Ellen Lyles, Program Director with the Office of Education of the Health, Education and Welfare Department.

On October 27, 1977 Dr. Mattison visited Mr. T.D. Harden, Veteran Counselor for Monroe County, Mississippi.

On October 27, 1977 Dr. Mattison visited the Hatley School satellite campus and observed orientation services by the Learning Coordinators, the Learning Resource Center, and discussed progress of Experience Based Career Education with Mr. Harry Adair, Hatley School's Principal.

On October 25, 1977 the third party evaluators met at Itawamba Junior College Tupelo, Mississippi with Dr. William H. Mattison, Experience Based Career Education Director, in order to finalize the Fiscal 1977 Report.

The Experience Based Career Education staff has a Department Meeting each Monday at one-thirty. Minutes are kept of the agenda.

On November 2, 1977 the Student Development Center was completed and the Mississippi Appalachian Manpower Consortium, Experience Based Career Education, Cooperative Education, and the Guidance Department moved into the new quarters.

On November 2, 1977 Dr. William H. Mattison attended the Annual Convention of the Southern Association of Counselors in Birmingham, Alabama.

The Experience Based Career Education Director Dr. William H. Mattison, participated in a Mississippi State Department of Education workshop on sex-bias at the Itawamba Junior College Tupelo Campus on Wednesday November 16, 1977.

The Experience Based Career Education staff participated in a survey of the needs of the Mississippi Junior College Counselors on November 16, 1977.

On November 16, 17, and 18, 1977 the Experience Based Career Education staff attended the Mississippi Personnel and Guidance Association Annual Convention in Biloxi, Miss.

On November 18, 1977 the Itawamba Junior College Experience Based Career Education staff presented an interest area program to approximately ninety educators at M.P.G.A.

On November 28, 1977 the Experience Based Career Education staff was notified of clearance to speak to the Mississippi Junior College Counselors Association at Tupelo, Mississippi on February 18, 1978.

On November 18, 1977 the Experience Based Career Education staff agreed to serve as registration assistants in the Spring 1978 Itawamba Junior College Tupelo and Fulton Campuses registration on January 4, and 5, 1978.

On November 28, 1977 the Experience Based Career Education staff attended an in-service Vocational-Technical workshop on the Mississippi and local vocational-technical plans for 1978 at Tupelo, Mississippi.

The Experience Based Career Education staff participated in secondary school tours of the Itawamba Junior College Tupelo Campus on December 1 and 7, 1977. An overview of the EBCE Program was given by Ms. Linda Partlow, on-site analyst.

Ms. Linda Partlow, on-site analyst attended a luncheon workshop at the North Mississippi Medical Center in Tupelo, Mississippi on December 2, 1977.

The Experience Based Career Education Director on December 6, 1977 participated in Health Career Admissions procedures at Itawamba Junior College Tupelo Campus.

The staff on December 6, 1977 sent a summary of the Itawamba Junior College EBCE program to the EXCEL Project in Las Cruces Public Schools EBCE Program in New Mexico.

The Experience Based Career Education staff attended the annual meeting of the Tombigbee Valley Personnel and Guidance Association at Tupelo, Mississippi on December 8, 1977.

The Experience Based Career Education staff participated in a Student Development Seminar on December 8, 1977 at the Itawamba Junior College Tupelo Campus.

The Itawamba Junior College Experience Based Career Education staff made plans to attend the National Coordination Conference in Washington, D.C. on February 28, 1978. A written document on our project was submitted on December 1, 1977.

During January and February 1978 recruitment efforts continued in post-secondary, non-school secondary, Adult Basic Education, and related population areas. During January 1978 the Experience Based Career Education staff conducted an information session with the Adult Basic Education staff in order to recruit more Adult Basic Education students and to provide assistance to these individuals with their students.

During January 1978 the Experience Based Career Education staff met with the Special Vocational Education Director and staff in order to discuss possible Experience Based Career Education assistance to graduating special education enrollees. We are presently providing Experience Based Career services to eight (8) special education youths on the Itawamba Junior College Tupelo campus.

On January 10 and 12, 1978 the Experience Based Career Education staff provided a communications workshop on communications for selected secretarial students. In addition the Experience Based Career Education staff met with the secretarial department chairperson and explained the Experience Based Career Education services available to these students. As a result we now have five (5) secretarial post-secondary Experience Based Career Education enrollees.

On January 30, 1978 the Experience Based Career Education staff participated in a high school-college counselors workshop at the Itawamba Junior College Tupelo campus.

The Experience Based Career Education Advisory Council Meeting was held on January 31, 1978 at 3:00 p.m. Minutes of this meeting are located in the appendix.

On January 30, 1978 Experience Based Career Education staff members volunteered to participate in a satellite television in-service from the University of Kentucky. Dr. Glasser's in-service activities on "Success Strategies" will be conducted one evening per week for fifteen weeks.

On December 16, 1977 Dr. Bill Mattison, Experience Based Career Education Director, discussed the Experience Based Career Education goals with Ms. Ellen Lyles, Program Director of Health, Education, and Welfare Department.

From January 16 to 20, 1978 the Experience Based Career Education staff contacted post-secondary student groups about the benefits of Experience Based Career Education enrollment.

On February 7, 1978 the Experience Based Career Education staff conducted a workshop for the DECA conference at 10:15 a.m. Approximately one hundred fifty (150) students from area high schools were involved in the DECA conference.

On February 16 and 17, 1978 the Experience Based Career Education staff presented a program to the Mississippi Junior College Counselors Association at the Itawamba Junior College Tupelo campus.

On February 17, 1978 the Experience Based Career Education Director set up preliminary plans for a workshop with seniors at Shannon and Saltillo high schools.

A workshop on interviewing procedures and sex-bias for L.I.F.T., Inc. of Tupelo, Mississippi was conducted on February 24, 1978 for the Y.E.T.P. (Youth Work Program) professional staff.

On February 27 and 28, 1978 and through March 3, 1978 the Experience Based Career Education staff attended the National Conference in Washington D.C.

On March 6 and 7, 1978 Dr. Jack Dale, Director of the Venice Campus of Manatee Junior College at Venice, Florida conducted an in-service program on follow-up at the Itawamba Junior College, Tupelo, Mississippi.

On March 14, 1978 Ms. Linda Partlow, on-site analyst, presented an Experience Based Career Education review to a group of graduate students in a career education class at Delta State University at Cleveland, Mississippi.

A plan for the Experience Based Career Education staff to provide orientation services for single heads of household, one parent household, or other designated individuals is under consideration. This will be conducted in cooperation with other service areas of the college, and will begin during the third quarter fiscal 1978. There will be group and individualized orientation activities within the area of employability skills. In addition, on-site activities will be available after the assessment career orientation, and employability skills services. Steps involved within this service are as follows:

- (1) Application for services
 - a. Interview and counseling by student service counselors or others
- (2) Referral for assessment
 - a. By Mississippi Appalachia Manpower Consortium counselor
- (3) Career orientation
 - a. By Mississippi Appalachia Manpower Consortium counselor and Experience Based Career Education learning coordinator

- (4) Employability skills activities by Experience Based Career Education staff to include:
 - a. Job seeking information
 - b. Human relations skills
 - c. Job survival skills
 - d. On-site phase options
- (5) Location of supportive services
- (6) Possible remedial studies available through supportive professional staff
- (7) Placement service through student services personnel

The new Itawamba Junior College Experience Based Career Education recruitment brochure was printed on February 28, 1978. The new Itawamba Junior College Experience Based Career Education dissemination fiscal 1978 brochure was printed on March 1, 1978.

DISSEMINATION ACTIVITIES

The Experience Based Career Education staff participated in the Mississippi Personnel and Guidance Association Convention on November 16, 17, and 18, 1977. On November 18, 1977 the Itawamba Junior College Experience Based Career Education staff conducted a program for twenty participants who were interested in EBCE.

The Itawamba Junior College EBCE information brochure was mailed to the Regional Education Services agency at Mississippi State, Mississippi on November 30, 1977.

The Itawamba Junior College EBCE summary brochure was mailed to the Las Cruces Public Schools EXCEL project in New Mexico on December 2, 1977.

The program coordinator for career education, Health, Education, and Welfare Department, Atlanta, Georgia, and the Mississippi Research and Curriculum Unit of Mississippi State University, and the third party evaluator are being informed on the progress of the Itawamba Junior College EBCE project.

On December 5, 1977, the Itawamba Junior College staff completed the agenda and information sheets for the National Coordinating Conference to be in Washington, D.C. on February 28, 1978.

We began mailing the Itawamba Junior College Experience Based Career Education materials to all Mississippi Junior Colleges in Mississippi on December 6, 1977.

On February 8, 1978 the Experience Based Career Education director met with the director and counselors of LIFT, Incorporated to discuss the possibility of providing staff and Youth Employment Training Program student workshops.

On February 16 and 17, 1978 the Experience Based Career Education staff presented a program to the Mississippi Junior College Counselors Association at the Itawamba Junior College Tupelo Campus.

On March 14, 1978 Ms. Linda Partlow, on-site analyst, presented an Experience Based Career Education review to a group of graduate students in a career education class at Delta State University at Cleveland, Mississippi.

On February 1, 1978 Dr. William H. Mattison, Experience Based Career Education director, discussed the Experience Based Career Education up-date with Ms. Mary McMillian, vocational counselor at Amory High School in Amory, Mississippi.

An invitation to student service professionals was extended by the Experience Based Career Education director as pertaining to the in-service workshop on March 6 and 7, 1978 to be conducted by Dr. Jack Dale, Director of the Venice Branch of Manatee Junior College in Venice, Florida.

An invitation was extended to Mr. Joe McDaniel of the Mississippi State Department of Education as pertaining to the workshop on follow-up on March 6, 1978.

On March 6, 1978 the Itawamba Junior College Experience Based Career Education progress report for fiscal 1978 was mailed to the Harper City Learning Program Experience Based Career Education Newsletter at Baltimore, Maryland.

On January 30, 1978 the Experience Based Career Education staff participated in a high/school counselors workshop at the Itawamba Junior College Tupelo campus.

The Experience Based Career Education Advisory Council meeting was held on January 21, 1978 at 3:00 p.m. Minutes of the meeting are located in the appendix.

On March 7, 1978 the Experience Based Career Education director mailed a questionnaire to the Business Industry Community Education Partnership at Salt Lake City, Utah.

PUBLICITY ACTIVITIES

Publicity releases on the radio, in the newspapers, and civic clubs were conducted during the fourth quarter of the Fiscal Year 1977 which ended September 13, 1977.

Therefore, most of these releases during August and September of 1977 had an influence upon the first quarter of the Fiscal Year 1978.

The first publicity efforts for this quarter actually occurred in August 1977 during staff and student orientation programs. The Experience Based Career Education staff spoke to the student and staff populations regarding the EBCE program.

The Experience Based Career Education staff during September 1977 visited area Mississippi Employment Security Commission Offices and explained the program to the counseling staffs.

In addition during November 1977 the area civic clubs were contacted by letter. An EBCE speaker was made available to speak to their groups. Mr. Max Munn, of the Student Services Division, spoke to the Amory Lions Club on November 14, 1977. In his discussion he explained the Experience Based Career Education Program.

Radio slots have been announced over area radio stations including WAMY in Amory, Mississippi.

During September, October, and November 1977, Student Information Sessions were administered to seniors at the following secondary schools: Hamilton High School, Hatley High School, Okolona High School, South Pontotoc High School, and a tour of the Itawamba Junior College facilities by the Pontotoc Ridge Vocational senior groups.

In October 1977 the Experience Based Career Education director met with the Monroe County Mental Health Association Board of Directors and distributed EBCE materials.

An announcement concerning the Itawamba Junior College Experience Based Career Education program was written in the Tupelo Daily Journal Newspaper "What's Happening" on October 4, 1977.

The Experience Based Career Education program was mentioned in the Career Information Seminar article in "Smoke Signals", Itawamba Junior College Newsletter on October 17, 1977.

The Experience Based Career Education program was featured in the Itawamba Junior College Basketball Program 1977-1978, on page sixteen in November 1977.

During September, 1977 the on-site analyst, Ms. Linda Partlow, conducted radio interviews at WAMY radio station in Amory, Mississippi and WCPC at Houston, Mississippi.

During November, 1977 the on-site analyst, Ms. Linda Partlow, compiled articles on non-traditional roles for "Career Corner."

The on-site analyst developed a Yellow Pages of Community Resources involving thirty clock hours of staff time. A series of slides was also developed for Experience Based Career Education publicity.

The on-site analyst, Ms. Linda Partlow, recruited thirty-eight additional job sites including fifty-three resource persons.

On December 5, 1977 the on-site analyst, Ms. Linda Partlow, recruited students at Pontotoc High School.

On December 1, 1977 we had one-hundred and thirty-seven sites with three-hundred and four (304) resource persons.

Ms. Linda Partlow, on-site analyst presented programs to the following civic clubs on the indicated dates:

- (A) Amory Lions Club on March 6, 1978
- (B) Verona Lions Club on February 6, 1978
- (C) Amory Kiwanis Club on February 10, 1978
- (D) Hamilton Lions Club on February 14, 1978
- (E) New Albany Lions Club on February 16, 1978
- (F) Guntown Lions Club on February 20, 1978
- (G) Tremont Lions Club on January 26, 1978
- (H) Fulton Lions Club on February 20, 1978
- (I) Mooreville Lions Club on January 9, 1978
- (J) Tupelo Civitan Club on January 19, 1978

On January 5, 1978 the Experience Based Career Education staff assisted with registration at both campuses of Itawamba Junior College through the usage of the Experience Based Career Education information service tables.

From January 16 to 20, 1978 the Experience Based Career Education staff contacted post-secondary student groups about the benefits of the Experience Based Career Education enrollment.

The Experience Based Career Education director on February 10, 1978 visited Mr. Jimmy Morgan of the Mississippi Employment Security Office in Amory, Mississippi.

An up-dated Experience Based Career Education brochure is being prepared for usage by March 1, 1978.

On March 1, 1978 Dr. Bill Mattison, Experience Based Career Education director, visited the Chickasaw County Okolona Vocational Center and established selected job sites with Mr. Bob Baker, director of the campus.

The new Itawamba Junior College Experience Based Career Education recruitment brochure was printed on February 28, 1978.

Publicity releases were mailed to all area newspapers in the Itawamba Junior College district.

During February 1978 publicity releases were issued to area radio stations including WAMY in Amory, Mississippi.

The Itawamba Junior College Experience Based Career Education Summary of Fiscal Year 1977 Annual Report was mailed to the following educational institutions and Resource Persons:

Director, Okolona Vocational Center, Okolona, Mississippi
Principal, Amory Middle School, Amory, Mississippi
Principal, Amory Elementary School, Amory, Mississippi
City Marshall, Carl E. West, City of Amory, Amory, Mississippi
Mayor Miller, Aberdeen, Mississippi
Mayor Parham, Hatley, Mississippi
Mayor Griffith, Amory City Hall, Amory, Mississippi
Mr. Charlie Royce, Pontotoc-Ridge Vocational School,
Pontotoc, Mississippi
Mr. Mike Chance, Executive Director, Amory-North Monroe
Chamber of Commerce, Amory, Mississippi
Office of Superintendent, Columbus City Schools, Columbus,
Mississippi
Office of Superintendent, Chickasaw Academy, Van Vleet,
Mississippi
Office of Superintendent Pontotoc City School System,
Pontotoc, Mississippi
Office of Superintendent, Pontotoc County Schools,
Pontotoc, Mississippi
Mr. Charles Spencer, Superintendent of Itawamba County
Schools, Fulton, Mississippi
Office of Superintendent, Tupelo City School System,
Tupelo, Mississippi
Office of Superintendent, Lee County School System,
Tupelo, Mississippi
Office of Superintendent, Aberdeen City School System,
Aberdeen, Mississippi
Office of Superintendent, Monroe County School System,
Aberdeen, Mississippi
Office of Superintendent, Amory City School System,
Amory, Mississippi
Principal, Smithville High School, Smithville, Mississippi
Principal, Nettleton High School, Nettleton, Mississippi
Office of Principal, Aberdeen High School, Aberdeen, Mississippi
Mr. Larry Marett, Principal, Amory High School, Amory,
Mississippi
President, Alcorn University, Lorman, Mississippi
President, Mississippi Industrial College, Holly Springs,
Mississippi
President, Mississippi Delta College, Moorhead, Mississippi
President, Mississippi College, Clinton, Mississippi
Dr. Sale Randle, University of Mississippi, Tupelo Branch,
Tupelo, Mississippi
President, Millsaps College, Jackson, Mississippi
President, Meridian Junior College, Meridian, Mississippi
President, Mary Holmes College, West Point, Mississippi
President, Jones County Junior College, Ellisville, Mississippi
President, Jefferson Davis Junior College, Gulfport, Mississippi

President, Jackson State University, Jackson, Mississippi
President, Hinds Junior College Raymond, Mississippi
President, Harris Junior College, Meridian, Mississippi
President, East Central Junior College, Scooba, Mississippi
President, Delta State University, Cleveland, Mississippi
President, Coahoma Junior College, Clarksdale, Mississippi
President, Clarke Memorial College, Newton, Mississippi
President, Blue Mountain College, Blue Mountain, Mississippi
President, Belhaven College, Jackson, Mississippi

On March 30, 1978 Dr. Bill Mattison, Experience Based Career Education project director, discussed the Experience Based Career Education services with each principal at Hatley, Okolona, and Hamilton High Schools.

During May 1978 Dr. Bill Mattison, Experience Based Career Education Director, discussed the new satellite campuses for January 1979 with the following administrators: Mr. Leroy Belk, Superintendent of Lee County Schools; Mr. Gene Turner, Vocational Counselor at Pontotoc-Ridge Vocational School; Mr. Brown, Principal at Mantachie High School; Mr. Charles Spencer, Superintendent of Itawamba County Schools; Mr. Lindsey, Principal of Shannon High School; and Mr. James Anderson, Superintendent of Okolona City Schools.

On April 24, 1978 the Experience Based Career Education staff presented information to Mr. Teter, Executive Director of the Appalachian Regional Commission.

On May 12, 1978 and March 29, 1978 the Itawamba Junior College staff received a written communication from the National Institute of Education regarding the second annual Experience Based Career Education National Network Conference.

In March 1978 the Itawamba Junior College Experience Based Career Education staff received a request for information from the State Fair Community College in Sedalia, Missouri.

On April 3, 1978 the Experience Based Career Education project received a request for information from Ms. Marie Horns of Sunflower County Progress.

On April 3, 1978 the Experience Based Career Education project received a request for Experience Based Career Education resource data from Ms. Paula Hicks of Pontotoc, Mississippi.

On March 24, 1978 the Experience Based Career Education project received a request for data from the Moore-Norman Experience Based Career Education project in Norman, Oklahoma.

In April, 1978 the Experience Based Career Education staff dissemination information to the participants of the High School-College Relations Workshop.

The Experience Based Career Education project received a request for data from the Manatee Junior College Campus at Bradenton, Florida.

The sixth Advisory Council meeting was held on May 2, 1978 at the Itawamba Junior College Tupelo Campus.

A content interest survey for the Mississippi Personnel and Guidance Association was compiled in April, 1978 by the Itawamba Junior College Experience Based Career Education staff.

PROGRESS ON DATA COLLECTION AND EVALUATION

The third-party evaluator for the Itawamba Junior College Experience Based Career Education project is the Research and Curriculum Unit for Vocational and Technical Education, College of Education, Mississippi State University.

Dr. James Wall, Research and Curriculum Unit, has completed the final document for the evaluation contract which has been officially cleared.

The third-party evaluation included interviewing, scoring, analysis and report writing. The evaluation plan will compare objectives and accomplishments, determine problem areas, and point out successful aspects. Through interviewing and validated instruments, the evaluation design considers process and outcome objectives in terms of measurable growth.

The Research and Curriculum Unit is an objective, external evaluator. The Unit is not considered an employee or consultant. The Research and Curriculum Unit is not involved with the Experience Based Career Education project operation.

The evaluative team visited the Itawamba Junior College Experience Based Career Education project during fiscal year 1978. Dr. David Morse from the Research and Curriculum Unit team evaluated job sites, learning resource center usage and student files during the fiscal year 1978.

Data collection included the pre-testing and post-testing usage of the Career Maturity Inventory with the post-secondary students and the Career Maturity Inventory and CTBS with the secondary level Experience Based Career Education enrollees.

Control groups were established within the post-secondary and secondary level categories.

On December 14, 1977 the Experience Based Career Education project director conferred with the third party evaluator at Mississippi State University.

On February 22, 1978 Dr. William H. Mattison, Experience Based Career Education project director, had a conference with Dr. David Morse, the third party evaluator at Mississippi State University.

On January 26, 1978 Dr. David Morse, third party evaluator at Mississippi State University, visited the satellite campus at Hatley school.

On February 14, 1978 Dr. David Morse visited Hamilton School which is one of our satellite campuses.

On February 16, 1978 Dr. David Morse, third party evaluator from Mississippi State University, visited the Hamilton High School satellite campus at Hamilton, Mississippi, and evaluated the learning resource center, on-site placement. orientation activities, and had conferences with Mr. Jimmy Dahlem, principal, and Mr. Jimmy Moore, guidance counselor.

On February 28, 1978 Dr. David Morse evaluated the Experience Based Career Education branch campus at Itawamba Junior College, Fulton, Mississippi. On February 22, 1978 the Experience Based Career Education director carried to pre-testing data to the Third Party Evaluator at Mississippi State University.

During February 1978 Dr. David Morse visited the Itawamba Junior College Fulton campus and the Okolona High School satellite campus.

On February 21, 1978 Dr. Bill Mattison, project director, delivered all pre-testing Fiscal 1978 to Dr. David Morse, Third Party Evaluator at Mississippi State University.

On June 1, 1978 lists of sites utilized during the third quarter of fiscal 1978 were mailed to Dr. David Morse, Third Party Evaluator at Mississippi State University, Mississippi State University, Mississippi.

The post-testing data sheets were mailed to Dr. David Morse at Mississippi State University on May, 1978.

On May 26, 1978 Dr. Bill Mattison, Experience Based Career Education Director, had a conference with Dr. David Morse, Third Party Evaluator at Mississippi State University, Mississippi.

On May 30 and 31, 1978 the follow-up survey forms were mailed to one hundred and forty-one (141) Experience Based Career Education participants from the first and second years of the Experience Based Career Education project.

The Experience Based Career Education secondary seniors pre-test data was mailed to the satellite campuses in May, 1978.

The Itawamba Junior College Experience Based Career Education project was evaluated on April 3 and 4, 1978 by the Office of Education team composed of Ms. Ellen Lyles, Program Officer; Dr. David Morse, Third Party Evaluator, Mr. Don Campbell, Director of the Memphis Experience Based Career Education project; and Ms. Betty Wong, Mississippi State Department of Education.

A letter from Ms. Joyce Cook, Program Specialist of the Demonstration branch of the Office of Education, Health, Education, and Welfare Department, was received on May 11, 1978 as pertaining to the Itawamba Junior College Experience Based Career Education project.

On March 27, 1978 a letter from Dr. Jack Dale, consultant to the Itawamba Junior College Experience Based Career Education project, was received evaluating the follow-up workshop.

The follow-up packets including alert cards, letter, envelopes, and follow-up forms were printed and completed in May, 1978.

OTHER ACTIVITIES

The Appalachian Educational Laboratory provided possible sources of services and information to enhance the progress of our Experience Based Career Education project.

In November 1977 we added twenty insured sites to have a total of sixty insurance slots for on-site experience.

The Experience Based Education staff up-dated the Career Corner at the Itawamba Junior College Learning Resource Center.

The on-site analyst, Ms. Linda Partlow, tutored an Experience Based Career Education Itawamba Junior College student once per week for a semester.

During October and November 1977 the Experience Based Career Education staff assisted with secondary tours of the Itawamba Junior College Campus.

The EBCE director served as a member of the Mississippi Personnel and Guidance Association Research Committee for fiscal 1978.

The Experience-Based Career Education director served as a member of the city affairs committee of the Amory-North Monroe Chamber of Commerce and Development Council for fiscal year 1978.

The Experience-Based Career Education director served as a member of the Mississippi Municipal Association for fiscal year 1978.

The Experience-Based Career Education director served as a member of the Itawamba Junior College Tupelo Campus Curriculum Committee for fiscal year 1978.

On January 3, 1978 the Experience Based Career Education director participated in an administrative council meeting at the Itawamba Junior College Tupelo campus.

On February 6, 1978 the Experience Based Career Education director participated in an administrative council meeting at the Itawamba Junior College Tupelo campus.

The Experience Based Career Education director on February 10, 1978 visited Mayor Thomas Griffith of the City of Amory in regard to the Experience Based Career Education students on site at the City Hall.

The Experience Based Career Education director was listed in the membership directory 1978 of the Amory-North Monroe Chamber of Commerce on February 18, 1978.

The Experience Based Career Education director ordered on February 14, 1978 three bookshelves for use in the display of Experience Based Career Education materials at our satellite campuses.

The Experience Based Career Education staff ordered and began using the viewdeck at the Itawamba Junior College Tupelo Campus on February 9, 1978.

The Experience Based Career Education staff members are listed in the 1978 Itawamba Junior College Speakers Bureau Bulletin.

On February 3, 1978 Dr. William H. Mattison, Experience Based Career Education project director spoke on careers and citizenship to the West Amory Boy Scout group in Amory, Miss.

On February 6, 1978 Mr. Mike Price, Career Education Counselor with the Mississippi Appalachian Manpower Consortium project met with the Experience Based Career Education staff at a regular weekly Experience Based Career Education meeting.

On February 17, 1978 the Mississippi Appalachian Manpower Consortium director discussed the Experience Based Career Education project with the Vocational-Technical Advisory Council at the Itawamba Junior College Tupelo campus.

On March 2, 1978 the Experience Based Career Education staff attended the open house of the Itawamba Junior College Tupelo campus secretarial training department.

Dr. Bill Mattison, Experience Based Career Education Director, attended the North Mississippi Industrial Development Association activity meetings in March, 1978 and April, 1978.

On April 14, 1978 Dr. Bill Mattison, Experience Based Career Education Director, attended the Executive Committee meeting of the State Board of Directors of the Mississippi Mental Health Association at Whitfield, Mississippi.

The Experience Based Career Education staff participated in the Career Development Workshop Series on May 15, 1978.

The Experience Based Career Education staff attended the Mississippi Association of Vocational Educators meeting at Oxford, Mississippi on May 12, 1978.

On April 27, 1978 Dr. Bill Mattison, Experience Based Career Education Director, was elected President of the Monroe County Mental Health Association.

On May 25, 1978 Dr. Bill Mattison sent an application for third year funding fiscal 1979 to Dr. W.O. Benjamin, Itawamba Junior College President.

STAFF EMPLOYMENT AND UTILIZATION

The Experience Based Career Education program at Itawamba Junior College utilizes the management plan, materials, strategies, and techniques developed by the National Institute of Education Appalachia Educational Laboratory. This commitment includes the on-site analysis techniques, the employer orientation and recruitment techniques and the individualized, flexible, and open-entry, open-exit, student learning plans.

The Director of the Experience Based Career Education program coordinates the over-all program and sets responsibilities to insure that program objectives are being met. The Director communicates frequently with the Community Advisory Council, State Department of Education, local school districts, and the community at large. The On-Site Analyst organizes experience sites following the procedures of the Appalachia Educational Laboratory to insure that students have available work experiences categorized under the major worker-trait group headings to meet the objectives outlined by the proposal. The On-Site Analyst communicates with on-site resource persons and community agencies. The Itawamba Junior College Experience Based Career Education program consists of three Learning Coordinators. The Learning Coordinator functions to provide an individualized, instructional, site experience program for each student to the extent that each student receives optimum academic development while simultaneously applying it to the practical world of work. In addition to communicating with the student in meeting individual needs, the Learning Coordinator informs instructors, Adult Basic Education, Guidance, and Learning Resource Center staff of students' needs and objectives. The EBCE Secretary will perform secretarial duties, maintain student records and function as placement coordinator in keeping the Log for Monitoring Resource Person Availability. In addition to the Experience Based Career Education staff the student has the following services available through Itawamba Junior College: (1) Guidance, (2) Learning Resource Center, (3) Adult Basic Education and (4) I.J.C. Instructional Staff. All EBCE staff members are full-time, 12-month employees.

The Career Development Center houses the regular college guidance counselors including the veterans affairs counselor, CETA/MDTA counselor, the director of student services, evening college counselor, M.A.M.C. career counselor, director of the M.A.M.C., EBCE on-site analyst, two EBCE learning coordinators, and the director of the EBCE project. One EBCE learning coordinator is housed at the Itawamba Junior College Fulton Campus.

In addition there are five clerical employees including the Experience Based Career Education secretary, M.A.M.C. secretary, and three Guidance Department secretaries.

The Experience Based Career Education program has the following campuses: the Itawamba Junior College Tupelo Campus which houses the EBCE director, the EBCE on-site analyst, two EBCE Learning coordinators, and one EBCE secretary; the Itawamba Junior College Fulton Campus which houses one EBCE learning coordinator; three satellite locations at Hatley, Hamilton, and Okolona High Schools which are visited one day per week by an individual learning coordinator. The learning coordinator works with secondary level seniors within the EBCE project on that day each week and is on the college campus the remainder of the week. The on-site analyst develops sites as needed.

The availability of the career education counselor in the M.A.M.C. program and the regular college counselors in the Student Development Center provides the needed individualized general counseling for EBCE students as a supplement to the EBCE career exploration and orientation.

On March 8, 1978 the Experience Based Career Education project director completed a questionnaire on Human Rights for the Mississippi Personnel and Guidance Association.

On February 27, 1978 at nine o'clock a.m. the Experience Based Career Education Director met with the administrative council to analyze efforts toward implementation of services provided by the coordinator of program services, a new college position funded through the Mississippi Vocational Department of Education.

On March 1, 1978 the Experience Based Career Education project director provided technical assistance to the Itawamba Junior College Tupelo campus administration in the area of the local vocational plan for 1978.

On March 8 and 9, 1978 Ms. Linda Partlow, on-site analyst, and Dr. William H. Mattison, Experience Based Career Education project director, participated in the completion of the Itawamba Junior College 1978 local plan within the areas of special activities, special programs, and student policies.

On February 7, 1978 the Experience Based Career Education staff conducted a workshop for the Distributive Education Clubs of America conference at 10:15 a.m. Approximately one-hundred fifty students from area high schools were involved in the conference.

On December 14, 1977 a video tape of the Experience Based Career Education enrollees at Okolona School was directed by Ms. Audrey McFarland, learning coordinator.

On February 20, 1978 Ms. Linda Partlow, on-site analyst, presented a workshop on sex-bias to the senior class at Shannon High School in Shannon, Mississippi.

On February 21, 1978 Ms. Linda Partlow, on-site analyst, presented a workshop on sex-bias and stereotyping to the senior class at Saltillo High School in Saltillo, Mississippi.

A workshop on interviewing procedures and sex-bias for LIFT, INC. of Tupelo, Mississippi was conducted on February 24, 1978 for the Youth Employment Training Program professional staff.

The Itawamba Junior College Experience Based Career Education project director is serving as a member of the Mississippi Personnel and Guidance Association Committee on aging for 1978.

On March 2, 1978 the Experience Based Career Education director devised a form for the surveying of the senior

classes in the five county area of Itawamba Junior College.

The Experience Based Career Education learning coordinators surveyed five high school senior classes on March 8, 1978.

On February 16, 1978 Ms. Linda Partlow, on-site analyst, presented a program on sex-bias to the Senior Group at Hamilton High School in Hamilton, Mississippi.

On February 23, 1978 Ms. Linda Partlow, on-site analyst, presented a sex-bias workshop to thirty (30) auxiliary recipients in the Itawamba Junior College academic division.

The Experience Based Career Education staff participated in the survey of secondary seniors' post secondary goals in the Itawamba Junior College district on March 3, 1978. The Experience Based Career learning coordinators and project director participated in the designing and execution of the survey.

A plan for the Experience Based Career Education staff to promote orientation services for single heads of household, one parent household, or other designated individuals is under consideration. This will be conducted in cooperation with other service areas of the college, and will begin during the third quarter fiscal 1978. There will be group and individualized orientation activities within the area of employability skills. In addition, on-site activities will be available after the assessment, career orientation, and employability skills services. Steps involved within this service are as follows:

- (1) Application for services
 - a. Interview and counseling by student service counselors or others
- (2) Referral for assessment
 - b. By Mississippi Appalachian Manpower Consortium counselor
- (3) Career Orientation
 - c. By Mississippi Appalachian Manpower Consortium counselor and Experience Based Career Education learning coordinators.
- (4) Employability skills activities by Experience Based Career Education staff to include:
 - a. Job seeking information
 - b. Human relations skills
 - c. Job survival skills
 - d. On-site phase option

- (5) Location of supportive service
- (6) Possible remedial studies available through supportive professional staff.
- (7) Placement service through student services personnel.

An activity checklist indicating available orientation services was up-dated in March, 1978.

The Experience Based Career Education staff provided services for the Houlka High School Career Workshop on April 3, 1978.

A letter relating to the Itawamba Junior College Experience Based Career Education services from Mr. Jimmy Dahlem, Principal of the Hamilton High School satellite campus, was received on March 30, 1978.

Two letters relating to the Itawamba Junior College Experience Based Career Education services were received on March 29, 1978 from Ms. Nellie Adams, Principal of Okolona High School satellite campus.

A letter relating to the Itawamba Junior College Experience Based Career Education services was received on March 30, 1978 from Mr. Jimmy Parham, Counselor of the Hatley High School satellite campus.

On March 29, 1978 the Experience Based Career Education staff participated in the Career Awareness Workshop for Okolona High School.

On March 30, 1978 the Experience Based Career Education staff participated in the Community Development Foundation Daybrite tour at the Itawamba Junior College Tupelo Campus.

On March 28, 1978 the Experience Based Career Education staff provided services to the Hamilton School seniors at both Tupelo and Fulton campuses.

On May 2, 1978 the Experience Based Career Education staff provided services to the Mooreville High School seniors at the Itawamba Junior College Tupelo campus.

On May 3, 1978 the Experience Based Career Education staff provided services to the Shannon High School senior class at the Itawamba Junior College Tupelo campus.

An additional fourteen (14) sites were developed in March, 1978.

Experience Based Career Education auxiliary services were provided for the Youth Employment Training Program enrollees in Lee County in April, 1978,

Dr. Bill Mattison, Experience Based Career Education Director, provided a Communicative Skills Workshop to 25 auxiliary recipients on May 5, 1978.

STAFF DEVELOPMENT

The Experience Based Career Education director participated in a sex-bias and stereotyping workshop under the direction of the Mississippi State Department of Education on November 23, 1977.

The Experience Based Career Education staff attended the Mississippi Personnel and Guidance Association Convention in Biloxi, Mississippi on November 16, 17, and 18, 1977.

The Experience Based Career Education staff participated in the Vocational Education Seminar at the Itawamba Junior College Tupelo Campus on November 28, 1977.

Plans are being formulated for an in-service workshop on follow-up and dissemination during the second quarter in January 1978.

Weekly Experience Based Career Education staff meetings are conducted to provide adequate communication and dissemination ideas for the Itawamba Junior College EBCE staff.

The EBCE staff participated in a Student Development Seminar at the Itawamba Junior College Tupelo Campus on December 8, 1977.

The Experienced Based Career Education staff participated in the Tombigbee Valley Personnel and Guidance Association meeting at the Itawamba Junior College Tupelo Campus on December 8, 1977.

On February 17, 1978 at nine-thirty a.m. the Experience Based Career Education staff attended a work section on placement services conducted by Mr. Frank Martin at the Association of Mississippi Junior College Counselors at Tupelo, Mississippi. A tape was made of this workshop by the Experience Based Career Education staff.

On February 16, 1978 at ten o'clock a.m. the Experience Based Career Education project director attended a Work Section Crisis Intervention at Tupelo, Mississippi. It was conducted by Mrs. June Comolo of North Mississippi Mental Health Complex during the annual convention of the association of Mississippi Junior College Counselors.

Ms. Linda Partlow, on-site analyst attended the Community Development Foundation meeting at Itawamba Junior College on February 24, 1978.

The Experience Based Career Education Director participated in an administrative meeting on February 27, 1978 to assist in the coordination of public educational services.

On March 13, 1978 the Experience Based Career Education staff participated in a self concept workshop at Itawamba Junior College Tupelo Campus.

On February 6, 1978 at one-thirty p.m. the Experience Based Career Education and Mississippi Appalachian Manpower Consortium staff conducted a combined seminar on "Career Education" approaches at the Itawamba Junior College Tupelo.

The Experience Based Career Education project director attended a values clarification workshop on February 24, and 25 at Mississippi State University.

February 27 through March 3, 1978 the Experience Based Career Staff attended the National AEL Conference in Washington, D.C.

On March 6-7, 1978 Dr. Jack Dale, Director of Venice Campus of Manatee Junior College at Venice, Florida conducted an in-service program on follow-up at the Itawamba Junior campus in Tupelo, Mississippi.

On January 30, 1978 Experience Based Career Education staff members participated in a satellite television in-service from the University of Kentucky. Dr. Glasser's in-service activities on "Success Strategies" was conducted one evening per week for fifteen (15) weeks.

On March 14, 1978 the Experience Based Career Education staff attended an in-service program on Human Relations at Itawamba Junior College.

On March 9, 1978 the Experience Based Career Education director attended the Secondary Vocational Directors Conference at the Itawamba Junior College Tupelo Campus.

On April 7, 1978 the Experience Based Career Education staff participated in the Itawamba Junior College Library week activities.

From June 12 to June 16, 1978 Ms. Linda Partlow, on-site analyst, participated in a summer institute on sex equity.

The Experience Based Career Education staff representative attended the local vocational directors conference on April 11 - 14, 1978 at Tupelo, Mississippi.

The Experience Based Career Education staff participated in the workshop "Problems in Discipline" on April 17, 1978 at Itawamba Junior College Tupelo campus.

On March 29, 1978 the Experience Based Career Education staff participated in the seminar on self-image at the Itawamba Junior College Tupelo Campus.

On May 31, 1978 Ms. Audrey McFarland, Experience Based Career Education learning coordinator, visited the experimental model school at Philadelphia, Pennsylvania.

On April 25, 1978 the Experience Based Career Education staff provided auxiliary services to the workshop on "Decisions."

FOURTH QUARTER ACTIVITIES

The fourth quarter began June 16, 1978 and ended September 13, 1978.

In August 1978, the Experience Based Career Education staff contacted the Mississippi Employment Security Commission office throughout the five-county area of Itawamba Junior College in order to orient the counselors to the Experience Based Career Education Program. In August, 1978, the Experience Based Career Education staff contacted area secondary school counselors and principals about the Experience Based Career Education Program.

Activities participated in during the summer of 1977 as a Learning Coordinator in the Experience Based Career Education at Itawamba Junior College were as follows:

- Contact of area secondary school counselors and principals to create an awareness of Experience Based Career Education Program activities and objectives; to advise of program modifications; and participate in recruitment of students.
- Presentation of the Experience Based Career Education Program to post-secondary students during pre-registration and participation in individual counseling for career exploration in Experience Based Career Education.
- Visits to Mississippi Employment Security Commission and like agencies to recruit students and present Experience Based Career Education to interested groups.
- Letters and personal contacts to area counselors in secondary settings to present Experience Based Career Education as well as vocational, technical, and academic offerings at Itawamba Junior College for recruitment purposes.
- Research and development of available resources in Learning Resource Center for Experience Based Career Education Program.
- Participation in coordination with the Cooperative Education Department in inclusion of Experience Based Career Education in the framework of this program.
- Participation with the Industrial Psychology Classes for inclusion of the Experience Based Career Education Program into the framework of this course.
- Participation in public relations activities with employer sites, resource persons, civic organizations, employment agencies, schools, etc.

Problems

No major problems during the fourth quarter were related to the project modification. Our expansion of Experience Based Career Education efforts into the Itawamba Junior College student population and secondary non-completion enrollees increased enrollment.

Publicity Activities

Copies of advertisements that appeared in area newspapers and on radio are in the Appendix.

In addition, the Experience Based Career Education staff provided orientation to regularly enrolled college academic and vocational students during group orientation in August, 1978.

The Experience Based Career Education staff contacted area secondary counselors and civic clubs for the purpose of providing Experience Based Career Education information.

Dissemination Activities

A presentation on sex-bias was made by Ms. Linda Partlow, On-Site Analyst, to the Itawamba Junior College staff on August 21, 1978.

Materials have been provided as requested and additional activity of this type have been planned.

The Experience Based Career Education Program was discussed with the MDTA and CETA counseling staff. The CETA staff will provide referrals.

In addition, current materials were sent to other Experience Based Career Education projects in the region to the Golden Triangle Experience Based Career Education project and Memphis, Tenn. Project.

During the summer of 1978 Itawamba Junior College offered the Summer S.P.E.D.Y. Program to individuals who met certain specifications in the five-county area. The Experience Based Career Education staff provided six days of career-oriented activities for the 190 students in this program. One phase of the program introduced sex stereotyping and bias. Activities included marking occupations according to a male's job or female's job or either and expressing the student's reasons for marking as such. Also, an exercise was presented to inform the student on how much television is biased in the portrayal of sex roles.

On August 2, 1977, the Experience Based Career Education staff presented a workshop on "Sex Bias in Careers" and motivation for the Itawamba Junior College faculty. The purpose of the workshop was to make the faculty members aware of their own professional and personal sex biases.

The Experience Based Career Education staff is very aware of the problems in the business world with sex bias and efforts continue daily to alleviate or improve problems in the junior college district.

Progress on Data Collection and Evaluation Plans and Procedures

(See third-party evaluation report).

Other Activities

A second year review of the Itawamba Junior College Experience Based Career Education project was conducted by the Itawamba Junior College Experience Based Career Education staff, and it was noted that modifications were needed in the operating procedures in fiscal year 1979.

The modifications included:

- The development of a centralized system of coordination Learning Resource Center activities at the secondary satellite;
- Expand campuses Experience Based Career Education activities to Cooperative Education students;
- Provide Experience Based Career Education activities to additional selected area high school seniors who could benefit from exploratory exercises. These activities will be conducted at satellite campuses.
- An expansion of the Student Development Center which houses the student counseling services, Mississippi Appalachian Manpower Consortium staff, the Experience Based Career Education staff, and Cooperative Education staff. The student will have the services of this center's entire staff; and
- The Mississippi Appalachian Manpower Consortium Career Education Counselor will assist the Experience Based Career Education staff with individual student analysis and career exploration and provide assistance with selected workshops, which the EBCE staff presently provides to non-EBCE auxiliary recipients.

THIRD PARTY EVALUATION

INTERIM EVALUATION REPORT

September 14, 1977 - September 13, 1978

EXPERIENCE BASED CAREER EDUCATION

Exemplary Project in Vocational Education

Conducted Under

Part D of Public Law 90-576

prepared by

David T. Morse

Bureau of Educational Research and Evaluation

Box 5365

Mississippi State, MS 39762

(601) 325-5878

December, 1978

Introduction

This evaluation report summarizes the activities in the second year of the three-year project: Experience Based Career Education (hereafter called the EBCE project). Initiated in September, 1976, the EBCE project has expanded to include secondary, post-secondary, adult, and other types of clients among those being served. The EBCE project offers a wide variety of services to eligible participants in a five-county area in northern Mississippi. Among the primary goals of the EBCE project were two important targets: (a) to provide clients with suitable pre-vocational skills, such as learning how to look for a job, how to make job applications, take job interviews, select potential occupation areas; and (b) to allow clients the opportunity for guided job exploration, in occupations which the clients chose to investigate.

Towards these ends, the EBCE project employed three full-time learning coordinators who, in addition to an on-site analyst and director, worked with three secondary and two post-secondary schools to provide the services available through the EBCE program. Separate workshops on selected aspects of the job were also provided at many other sites. This report serves to summarize some of the measurable outcomes of the program's efforts.

The remainder of this report is divided into five sections: (a) background information on the geographical area, the counties, and schools included in the project; (b) a project description, both general concerning the entire program and information specific to the 1977-78 year; (c) evaluation results for the 1977-78 results; (d) discussion; and (e) recommendations.

Background

Locale

Geographical description. The Itawamba Junior College EBCE project headquarters are located in Tupelo, Mississippi. The project counties include Chickasaw, Itawamba, Lee, Monroe, and Pontotoc. These counties are bounded to the east by Alabama; to the north by Union, Prentiss, and Tishomingo counties; to the west by Lafayette and Calhoun counties; and to the south by Webster, Clay, and Lowndes counties. Tupelo is located approximately one hundred miles southeast of Memphis, Tennessee, and is the county seat of Lee county. The five counties are considered part of the Appalachian region of north Mississippi, and are sometimes referred to as comprising the Pontotoc Ridge and Northeastern Prairie soil area (see Figure 1-e).

The five-county area includes several incorporated municipalities, the largest of which is Tupelo (see Figure 2-e).

Density and population trends. Table 1-e presents a summary of the 1975 estimated populations in the five counties as well as the estimates for the largest population center in each county. Relative changes from 1970-1975 are also included. The order of the counties by 1975 estimated population was Lee, Monroe, Pontotoc, Itawamba, and Chickasaw. The total area has an estimated 1975 population of about 140,000. The most populated county, Lee, has nearly three times the population of the least populated county, Chickasaw, in the project area.

Table 1-e

Population of Counties and Population Centers Included
in the EBCE Project

County	Total 1970 Population	Estimated 1975 Population	County Population Trend 1970-1975	Population Center	Estimated 1975 Population
Chickasaw	16,805	17,362	+3.3%	Houston	3,457
Itawamba	16,847	17,895	+6.2%	Fulton	3,025
Lee	46,148	51,287	+11.1%	Tupelo	22,791
Monroe	34,043	34,752	+2.1%	Amory	7,374
Pontotoc	17,363	19,262	+10.9%	Pontotoc	3,914
Total	131,206	140,558	+7.1%		

Source: Mississippi Research and Development Center; September, 1977.

Figure 1-e

Counties Included in the EBCE Project

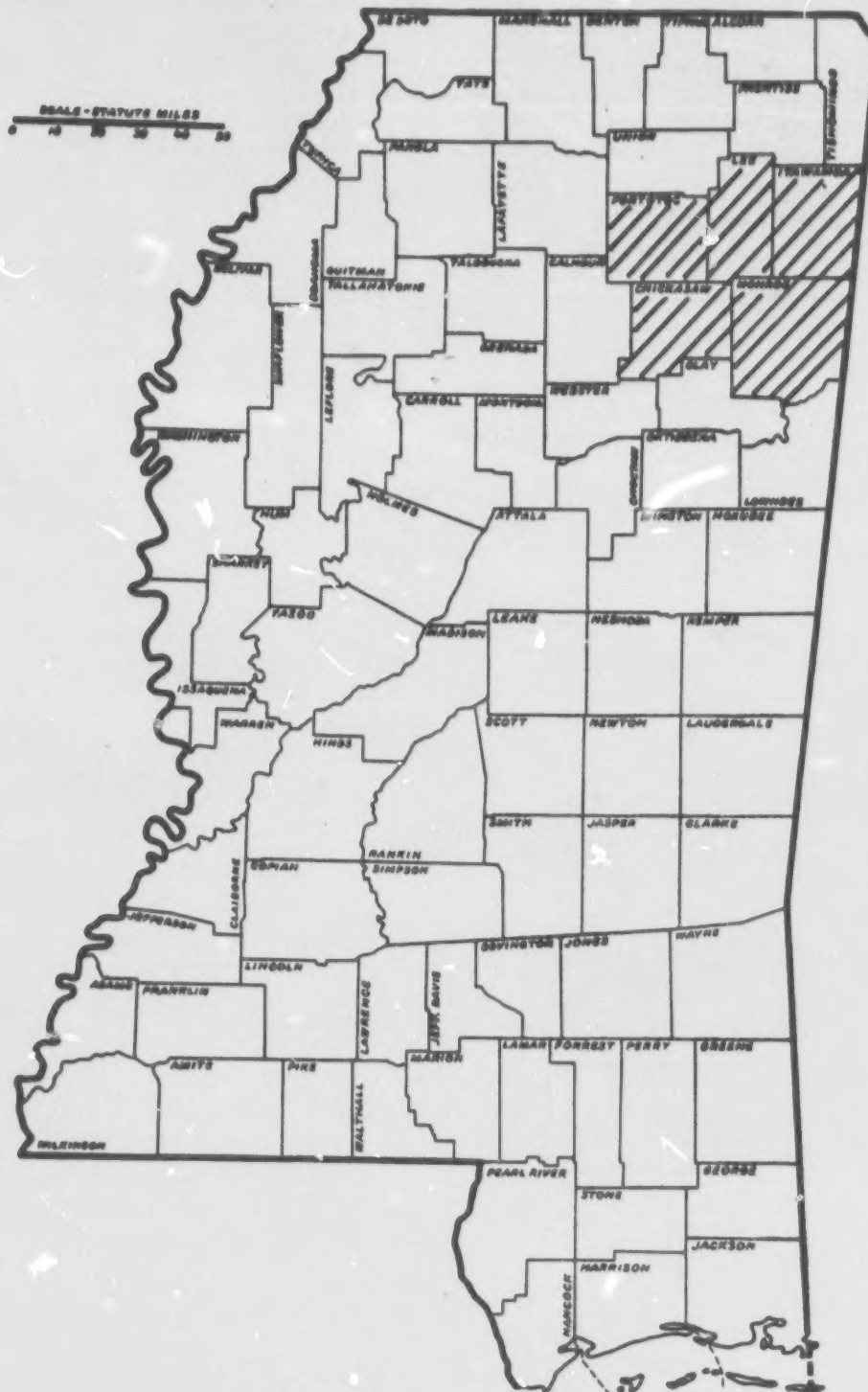


Figure 2-e

Location of Major Population Centers
Included in the EBCE Project



Occupational classifications. Occupational classification for employed persons during the years 1975-77 are displayed in Table 2-e by county. Most of the areas depend upon small to medium-sized factories for a large proportion of the manufacturing employment. Two trends may be noted from the data in Table 2-e. First, the number of workers classified as agricultural has decreased uniformly in all five counties from 1975-77. This parallels a decline in the proportion of workers classified as agricultural in Mississippi during the same period. Second, the number of workers classified as non-manufacturing increased in all counties except Pontotoc, in which it remained approximately equal from 1975 to 1977. This trend also corresponds to an overall increase in Mississippi over the same years.

The number of workers classified as manufacturing increased slightly in all counties from 1975 to 1977. Overall, Mississippi experienced a slight increase in this category over the same period. Thus, the trends in the five-county project area tend to follow those of Mississippi from 1975 to 1977.

Unemployment rates. From 1975 to 1977, unemployment rates have decreased in each of the EBCE project counties, as well as in Mississippi. The county and state rates for this period are presented in Table 3-e. From 1975 to 1976, the county and state unemployment rates dropped substantially, and increased slightly from 1976 to 1977. The unemployment rates for Itawamba and Lee counties were uniformly less than or equal to the state-wide rates for 1975 to 1977.

Table 3-e
Average Unemployment Rate for Years 1975-77
in EBCE Project Counties and Mississippi

Area	1975	1976	1977
Chickasaw	15.1%	7.3%	7.0%
Itawamba	7.0%	3.7%	4.7%
Lee	9.7%	5.7%	7.4%
Monroe	13.0%	5.8%	5.6%
Pontotoc	9.8%	6.1%	5.2%

Five-County Weighted Average	10.7%	5.7%	6.3%

Mississippi Average	8.3%	6.5%	7.4%

Source: Research and Statistics Department
Mississippi Employment Security Commission; April, 1978.

Table 2-e

Average Employment by Occupational Categories for the Years 1975-77 in EBCE Project Area^{1,2}

Occupational Category	Employment by County														
	Chickasaw			Itawamba			Lee			Monroe			Pontotoc		
	1975	1976	1977	1975	1976	1977	1975	1976	1977	1975	1976	1977	1975	1976	1977
<u>Agricultural</u>	400	410	370	300	300	270	670	680	620	640	650	590	500	500	450
<u>Manufacturing</u>	3320	4030	4130	2360	2550	2560	11210	12860	13290	4830	5400	5510	2300	2690	3140
<u>Total</u>	3720	4440	4500	2660	2550	2830	11880	13740	13910	5270	6050	6100	2800	3190	3590
<u>Non-manufacturing</u>															
Mining	0	0	10	0	0	0	10	10	10	80	140	120	0	0	0
Construction	60	50	60	450	390	360	830	830	1050	340	300	290	90	120	140
Trans. & Util.	120	120	140	70	80	90	1070	1140	1200	520	530	560	100	100	110
Wholesale & retail trade	600	730	790	380	370	400	5300	5900	6060	1350	1600	1710	460	470	550
Finance, Ins. & real estate	80	70	80	70	80	80	990	1030	1060	260	280	270	80	80	80
Service & Misc.	600	640	630	260	290	290	3570	2640	2820	930	1090	1230	260	230	280
Government	780	820	750	820	830	840	2470	3730	3880	1320	1360	1260	750	720	700
<u>Total</u>	2240	2440	2480	2050	2040	2070	14240	15280	16070	4800	5280	5430	1740	1720	1860

¹Source: Research and Statistics Department, Mississippi Employment Security Commission²Some totals may not sum exactly due to rounding

Personal incomes. Table 4-e summarizes the data from the 1970 U.S. census concerning estimated median family income and per capita income figures. While the figures may appear to be low (from \$4,977 per family in Pontotoc to \$7,083 per family in Lee county), the reader should keep in mind two facts. First, the figures are nearly nine years old. Second, a large proportion of the EBCE project area residents supplement their income and/or food sources by operating small, part-time farms.

Table 4-e

Reported Incomes of EBCE County Residents
as Summarized by the 1970 U.S. Census

County	Median Family Income	Per Capita Income
Chickasaw	\$5,575	\$1,794
Itawamba	\$5,852	\$1,874
Lee	\$7,083	\$2,392
Monroe	\$6,167	\$1,936
Pontotoc	\$4,977	\$1,681

The School Systems

Facilities. The EBCE Program, while serving both the Itawamba Junior College (IJC) campuses, is housed at the vocational branch in Tupelo, Mississippi. The main campus, which is primarily academic, is located in Fulton, Mississippi. The Tupelo Center, organized in 1963, is a large complex housing vocational and technical education day and night programs.

The main campus in Fulton, Mississippi was originally an Agricultural High School until the 1940's. In 1941 the curriculum was expanded to provide for two years of college work. Initial support for the Junior College was received from Itawamba County; however, in 1948 Monroe and Lee Counties agreed to lend their support. Pontotoc County began supporting the Junior College in 1953 and Chickasaw County began support in 1972.

In addition to the traditional academic and vocational classrooms and shops, both campuses have Learning Resource Centers (LRCs). The LRCs are equipped with a wide variety of papers, magazines, journals, books, texts, reference sources, and audio-visual equipment. Auto-tutorial labs are also available in the LRCs. These include the subject areas of English, math, and reading.

The Tupelo campus has no provisions for student housing; however, students may choose to live in dormitories on the Fulton campus, located approximately 20 miles east of Tupelo. A cafeteria and student union are available on both campuses and bus transportation is provided on a regular schedule from the five-county area during the spring and fall semesters.

The EBCE program also operated three satellite centers during FY 78: one at Okolona High School; one at Hamilton High School; and one at Hatley High School. Senior-level students at each satellite center were invited to participate in the EBCE program. Each of the learning coordinators took primary responsibility for one of the three satellite campuses.

Enrollments. Total student enrollment at both campuses of IJC was in excess of 3,000 during FY 78. Enrollment in the EBCE program at the IJC campuses was 162; the total EBCE enrollment from the satellite campuses was 108.

Administration and faculty. The EBCE Project Director is responsible to the Vocational Director of the Tupelo Center. The Vocational Director must answer to the President of Itawamba Junior College for all projects conducted by staff members on the Tupelo Campus (see Figure 3-e). The President, in turn, is held responsible for his actions by a 14 member Junior College board with members serving from each of the five districts supporting the institution.

The college catalog for FU 78 lists 160 full-time and/or part time faculty members, of which approximately 19% were nondegree personnel, 19% had bachelor degrees, 56% had masters degrees, and 6% had received a specialist or terminal degree.

The EBCE Staff consisted of six persons which included a project director, an on-site analyst, three learning coordinators, and a secretary. All were located at the Tupelo campus, with the exception of one learning coordinator who was based at the Fulton campus.

IJC curriculum. Students attending IJC have a variety of programs and courses from which to choose. Over one hundred tracks, programs or program areas are offered, under the general classifications of:

- Technical/vocational career programs;
- Manpower and CETA programs;
- Continuing education and community services;
- ABE and special vocational education; and
- (Professional) courses.

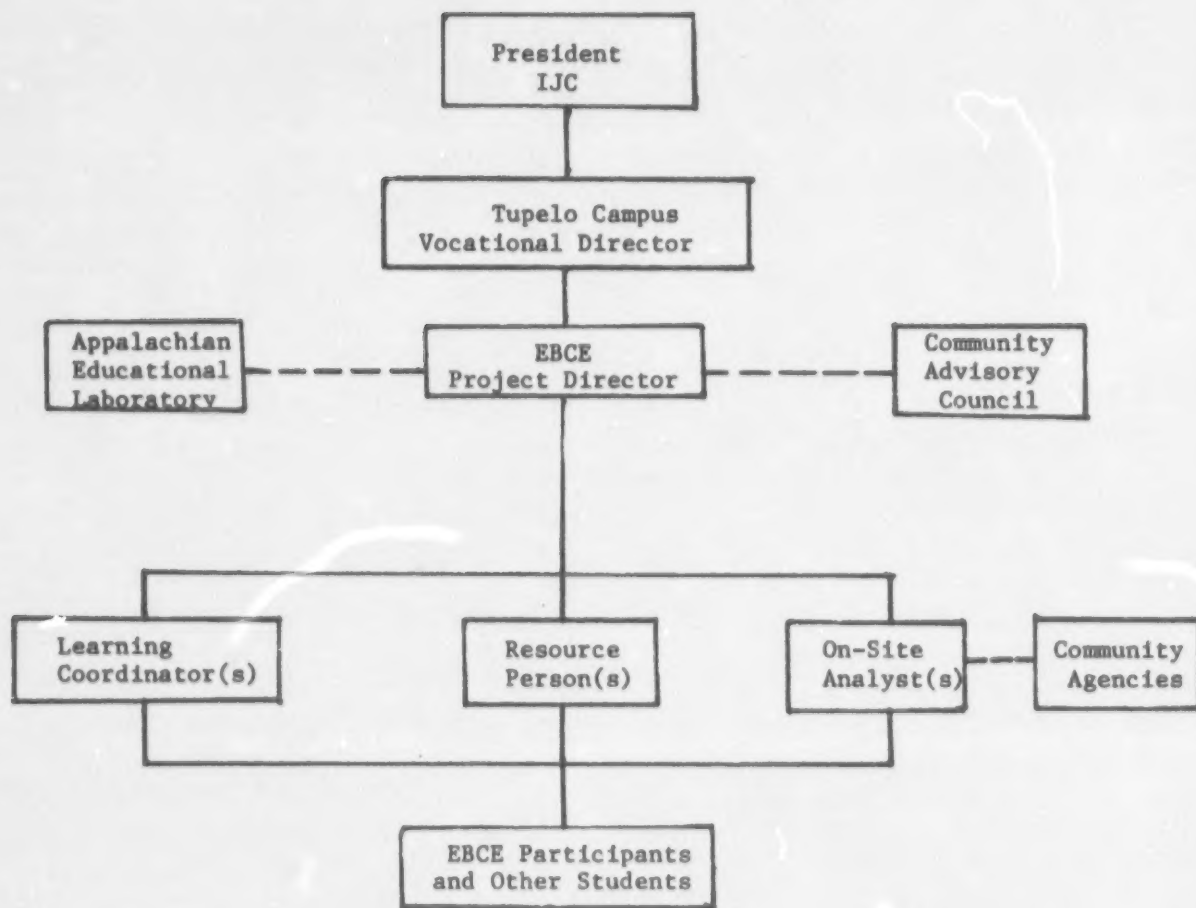


Figure 3-e
EBCE Organizational Chart

Project Description

Background Information

Program origination. The Experience Based Career Education project at IJC was initially accepted and funded in September, 1976, with approval of the program officer for Health, Education, and Welfare (HEW) in Atlanta, Georgia. Hence, FY 78 represented the second full year of operation of the EBCE program. Initially funded as a three-year program, the project's intent was that the program services be integrated into the existing structure of IJC and other participating institutions after three years of external funding. The first year (FY 77) of the project involved considerable energies being expended towards program definition, development, and delivery. This second year (FY 78) has seen the project emphasize delivery of services. The third and final year (FY 79) will necessarily entail a considerable amount of work dedicated to dissemination and diffusion activities.

Program model. The EBCE program was adapted from a career education model developed by the Appalachian Educational Laboratory, Inc. (AEL) in Charleston, West Virginia. Many aspects of the AEL model were adopted or adapted to fit the requirements of the EBCE program.

Existing program modifications. The EBCE program has added to, rather than changed, the existing program structures of the participating schools. The goal of providing pre-vocational career awareness and career exploration opportunities was to be accomplished by adapting the program to fit students' schedules; job site explorations were completed during off-school hours if the EBCE participant was in school.

The administrative structure utilized by the project for FY 78 was the same as that for FY 77, and is illustrated in Figure 3-e.

Program Scope

Students served. Total EBCE participation during FY 78 was 270. In addition, over 1,000 persons received some part or parts of the workshops offered through the EBCE program. The participants included secondary, post-secondary, adult basic education, and special education students, as well as nonschool persons.

Program objectives. The specific objectives formulated for the project for the 1977-78 year could be classified into process or product types, and were:

FY 78 Student Assessment Objectives

Process Objectives

1. To provide a program for educationally disadvantaged enrollees.
2. To provide opportunities for career exploration.
3. To provide an individualized program which is open-entry, open-exit, part-time or full-time, and flexible in order to meet the enrollee's.
4. To provide the enrollee with an opportunity to develop academic skills.
5. To provide an opportunity for observation of and experience in non-traditional settings.

Product Objectives

1. There will be no significant difference in the knowledge of career opportunities and the career decision-making process of high school dropouts who have completed the IJC EBCE program and high school dropouts presently employed or otherwise as measured by the Career Maturity Inventory (CMI).
2. There will be no significant difference in the knowledge of career opportunities and the career decision making process of high school graduates who have completed EBCE and presently enrolled in a post-secondary program and those high school graduates who did not enroll in EBCE and are presently enrolled in a post-secondary program as measured by the CMI.
3. There will be no significant difference between non-high school completion EBCE students and non-EBCE students who have not completed high school in reading comprehension skills as measured by the CTBS, Part II.
4. There will be no significant difference between non-high school completion EBCE students and non-EBCE students who have not completed high school in math concepts skills as measured by the CTBS, Part VII.
5. There will be no significant difference between non-high school completion EBCE students and non-EBCE students who have not completed high school in math applications as measured by the CTBS, Part VIII.

Project Personnel

A total of six positions were funded through the EBCE program for FY 78. The director was required to serve as liaison between the IJC administration, the funding agency (HEW), and the satellite campus' administration. In addition, the director was charged with coordinating the short-and long-range planning, and implementation of the EBCE project.

Three learning coordinators were funded through the program. Each learning coordinator functioned in several roles: as advisors; as coordinators of specific campus EBCE activities; as workshop presenters; and as liaison between job exploration site contact persons and the EBCE students.

An on-site analyst was funded through the program, and charged with the responsibility of obtaining new job exploration sites to meet the geographical and vocational preferences of the EBCE participants. In addition, the on-site analyst was expected to take responsibility for presenting workshops presenting various aspects of the EBCE orientation program to enrolled EBCE participants, potential EBCE participants, and nonEBCE participants.

The considerable volume of paperwork generated by the EBCE program necessitated funding of a full-time secretarial position. The project personnel employed during FY 78 had been involved, with the exception of the secretary, with the program during all or part of FY 77; hence, personnel continuity did not pose any problems.

Procedures

The project activities occurring from September 14, 1977 to September 13, 1978 (FY 78) are briefly summarized in this section.

Physical arrangements. The project director and staff were housed at the Tupelo campus of IJC; with the exception of one learning coordinator housed at the Fulton campus. Participating campuses chose to donate some space in their libraries for EBCE materials storage, and one satellite campus allowed the learning coordinator to make use of a small office for storing materials and meeting with students.

The EBCE project required no rearrangements or dedication of classroom space at any of the participating campuses. All individual classrooms were without structural modification or refurbishing.

Planning and review. The EBCE staff members met with the Community Advisory Council (CAC; the formation of the CAC is described in detail in the FY 77 annual report of the EBCE project) four times during FY 78--in October, January, May, and August. These meetings were held at the Tupelo campus. The meetings were used for informing the committee of progress, new plans, and soliciting advice on issues. (See Appendix D).

Internal meetings among the EBCE staff were held from time to time for identification of problems, generation of solutions, and planning activities.

HEW review. During April 3-4, members of the Office of Education of Health, Education, and Welfare evaluation team visited the main and satellite campuses of the EBCE project. The major recommendations resulting from the visits included: (a) encouraging secondary students to participate in more site visits; (b) concentrate upon providing services to direct participants rather than to indirect participants (those classified as "auxiliary recipients"); and (c) classifying secondary students as either EBCE preparatory (those having completed only orientation activities); EBCE participants (those having completed orientation and one site visit), or EBCE exploratory (those having completed orientation and at least two different site visits).

In-service training. Members of the EBCE staff attended several workshops and conferences which would improve their professional capacity pertinent to the activities encompassed by the EBCE project. A representative subset of the total staff development activities includes the following:

1. Attendance at the Mississippi Personnel and Guidance Association (MPGA) annual convention; Biloxi, November, 1977.
2. Attendance at Vocational-Technical workshop; Tupelo, November, 1977.
3. Attendance at Tombigbee Valley Personnel and Guidance Association; Tupelo, December, 1977.
4. Attendance at National Coordination Conference, Washington, D.C., February, 1978.
5. Attendance at workshop in Follow-up activities; Tupelo, March, 1978.
6. Participation in Success strategies workshop series; January-May, 1978.

7. Attendance at meeting of Mississippi Association of Vocational Educators; Oxford, May, 1978.
8. Visit to experimental school model, Philadelphia, PA, May, 1978.

Activities. The EBCE project was implemented to provide participants with two types of experience: (a) orientation activities aimed at developing greater career awareness, comprehension of job application procedures, understanding of personal values and those of others, facility with communications, etc., and (b) providing exploration activities through scheduled on-site visits at one or more different job sites. The types of participants served included: (a) senior-level secondary students; (b) post-secondary students; (c) adult basic education students; (d) nonschool participants; and (e) special education students.

Because of the wide range of clients served, and the need for the project to meet the specific needs of the individual participant, the EBCE program, as implemented, had the flexibility to allow part-time or full-time participation, as well as open-entry, open-exit scheduling. Thus, while many activities were made available, especially through the orientation phase of the program, participants generally were free to select the activities in which they desired to engage. The learning coordinators would advise and suggest certain activities, but participants had the final decision.

With the exception of one or two of the orientation activities, the learning coordinators were responsible for overseeing all orientation and site exploration activities. In addition, the learning coordinators would seek specific materials related to any particular occupational area in which students expressed an interest. Additional materials, both general and specific, were available through the learning resource centers (LRC s) at each campus.

Learning resource centers. The LRC s were located, in the main, at the two campuses of IJC. In addition, the satellite campuses donated some library space to form a "career corner" or "career bookshelf." The LRC s were intended to provide the EBCE participant the opportunity to learn about careers in general, or specific occupations, at his/her leisure. The materials included at the IJC campuses covered a wide variety of topics, and were embodied in several media formats: text; cassette-filmstrip combinations; and others. At each LRC, including those of the satellite campuses, and EBCE participant usage log was kept, so that the utilization of the LRC s could be documented.

Public relations. The EBCE staff in general, and the on-site analyst in particular, devoted considerable efforts towards public awareness and information relating to the EBCE program. These included newspaper stories, radio commercials, speeches before civic and professional groups, presentation of selected EBCE workshops, and working with some school districts. More details on these activities are presented in Appendix B.

Instrumentation and data collection. For the secondary and post-secondary students, all EBCE participants and the comparison students were administered The Career Maturity Inventory (CMI), by Crites (published by McGraw-Hill). The CMI has five sections, each consisting of twenty items, assessing knowledge in the areas of: "Knowing Yourself;" "Choosing a job;" "Knowing about jobs;"

"Looking ahead;" and "What should they do?" These areas roughly represent some of the emphases covered in the EBCE orientation activities. In addition, secondary-level students were given the Comprehensive Test of Basic Skills (CTBS), published by McGraw-Hill. Only three of the CTBS's subtests were administered: Reading comprehension; Mathematics concepts; and Mathematics application. The reading subtest consists of forty-five items, while each of the mathematics subtests contains twenty-five items.

The tests were administered prior to participating in any EBCE orientation activities, and upon participants' exit from the EBCE program. For those in the comparison groups (one at the secondary and one at the post-secondary level), the tests were given at roughly analogous times. The data were then collected and sent to the third-party evaluator. Only those records having completed test forms were retained. Records with fewer than six weeks between the pretest and posttest dates were discarded--the CMI and the CTBS are, in the evaluator's judgment, too insensitive to short-term change to be valid for program assessment purposes. Thus, while some data were received on more than 180 persons, complete data existed for far less than this amount.

Students classified as special education recipients of EBCE, of which there were eight, were given the Career Awareness Booklet, Intermediate Levels, published by the Research and Curriculum Unit for Vocational-Technical Education at Mississippi State University. The instrument consists of two sections of twenty-five items each dealing with knowledge of jobs and careers, and attitudes towards the world of work. Ostensibly designed for junior-high level students, the EBCE director and third-party evaluator agreed that the Career Awareness Booklet was more appropriate for the special education students than was the CMI.

Evaluation Results

During the second full year of operation, the EBCE project evaluation activities centered primarily upon the process and product objectives. Using the EBCE project's specific objectives as guidelines, the intent of the third-party evaluation activities was to assess, to the extent possible, the outcomes of the program. Data were collected from several sources pertaining to the project's objectives. The results are presented for each of the project's specific objectives.

Process Objectives

1. To provide a program for educationally disadvantaged enrollees. At the Tupelo campus of IJC, a total of eight (8) post-secondary special education students were included in the EBCE program. This figure represented approximately 3.0% of the total EBCE participants during FY 78. (Table 5-e summarizes the enrollment in the EBCE program by type of participant for FY 78.)

Table 5-e

EBCE Enrollment by Participant Type for FY 1978*

Classification	Number	Percent of Total Participants
Post-secondary	112	41.5
Secondary	108	40.0
Adult basic education and nonschool	42	15.5
Post-secondary special education	8	3.0
Total	270	100.0

* September 14, 1977 to September 13, 1978

These eight students were not given the CMI or the CTBS instruments, as described earlier. Although all eight students were administered the Career Awareness Booklet, post-test results were received for only one of the eight participants. Hence, no analysis is presented here. Each of the eight students was listed as having completed the EBCE program during FY 78. (Table 6-e summarizes the participants completing the EBCE program during FY 78.)

Table 6-e

EBCE Completions by Participant Type for FY 1978

Classification	Number	Percent of Total Completions
Post-secondary	112	43.2
Secondary	(108)	(41.7)
Exploratory (2 or more sites)	53	20.5
Cooperative (1 site)	31	12.0
Preparatory orientation	24	9.2
Adult basic education	7	2.7
Nonschool	24	9.2
Post-secondary special education	8	3.1
Total	259	100.0%

2. To provide opportunities for career exploration. One of the outcomes of the visit by HEW representatives during April, 1978 was a suggested classification method for secondary EBCE participants. Only participants visiting at least two different sites could be classed as exploratory. Using this criterion, approximately forty-nine per-cent (53 of 108) of the secondary participants could be classed as exploratory. Students at all campuses were afforded the opportunity to engage in site exploration, and were encouraged to so participate. Only three reasons appear to be necessary to explain non-exploration of an EBCE participant. First, a suitable site might not have been developed by the on-site analyst. This outcome was usually unlikely, since the EBCE program had hundreds of sites in four of the five county area (no students were directly served in Pontotoc County). Second, a participant might not have had the time to spare or the inclination to explore sites. The EBCE program could not pay the students, nor could enrollees explore sites during school hours. For participants with after-school jobs, or with full time jobs, being able to explore on-site was an unaffordable luxury. Finally, participants had to provide their own transportation to and from the site. While the EBCE promotional literature advertises the availability of bus transportation, this is available if and only if the student (a) is going to one of the IJC campuses; and (b) can meet the pre-set bus route and schedule. No transportation was provided for site visits, although the learning coordinators would usually take the participant to meet the contact person at a site for an orientation meeting. However, from informal comments made by the participants, transportation was apparently not a problem. At the Okolona satellite campus, the transportation problem was most acute; many students, however were able to coordinate schedules and share rides. In addition, two students would be simultaneously placed at one site, with the mutual consent of the site contact person and learning coordinator.

In sum, the range of career site exploration opportunities, as well as the cooperative spirit of most of the participants went far to promote site exploration. In most cases, only the participant's motivation and willingness determined whether or not site visits were made.

3. To provide an individualized program which is open-entry, open-exit, part-time or full-time, and flexible in order to meet the enrollee's needs. Students participating in EBCE had the option to decide how much to participate, how many sites to visit, and in what orientation activities to engage. The learning coordinators would make available a wide variety of orientation activities as well as possible sites to EBCE participants while enrolled in the program. Table 7-e summarizes the activities offered and the participation by school category, secondary or post-secondary. Of the forty-six activities offered, some EBCE enrollees participated in each with four exceptions ("Auction," "Job mobility and security," "Career guide activities values," and "Memberships in professional and union groups"). Several of these activities, most notably those pertinent to sex stereotyping, were made available to many nonEBCE students. These nonEBCE students were labeled auxiliary recipients of EBCE services. During FY 78, such services were delivered, primarily through dedicated workshops, to 1,011 auxiliary students.

In most cases, the EBCE services would be scheduled to fit participants' time constraints. Project participants were free to leave the program when they felt their own needs had been met. At the secondary, satellite campuses, an artificial time limit was placed on the students due to the academic year schedule. This time limit did not appear to prevent any students from being able to make several site visits, and thereby become EBCE exploratory participants, if they so desired.

As another check on the effectiveness of the EBCE program in being able to meet the unique needs of each participant, the project staff carried out a follow-up survey of former EBCE enrollees. The population of interest was all those participants enrolled during the first five quarters of the project (from September, 1976, to December, 1977). This group consisted of 141 persons. A survey questionnaire was developed by the staff with the assistance of a consultant (one of the main outcomes of the March, 1978 workshop on follow-up activities). This questionnaire was sent to each of the former enrollees. After second mailings, a total of 95 persons (or 67 per cent) had responded. (A copy of the follow-up survey is presented in Appendix G). Table 8-e summarizes the responses to the questions on the survey instrument. Of those responding, the vast majority were working on a job (53.6%) or enrolled in vocational/technical or academic institutions (26.8%). Of the sixty respondents presently employed, the occupations titled clerical, laborer, operative, and sales accounted for the majority (39 or 65%). The profile of ex-participants would indicate that the majority are attending a junior/community college (80.4%), located within Mississippi (96%), and are specializing in vocational/technical training (40.8%), an unnamed major (28.6%), or education (12.2%).

Question 4, dealing with perceived employment ten years from now, points a different occupational picture for the respondents. The areas of clerical, professional, proprietor or owner, and technical jobs accounted for 47 (50.5%) of the responses.

Question 5 asked respondents to give their EBCE experience an overall rating. By far, the respondents perceived the program as good or excellent (90.5%). On a scale giving a value of 1 for excellent, 2 for good, and so on, until a value of 5 for any unsatisfactory response is coded, the results yielded a median rating of 1.62. (The smaller this median value, the more positive are the ratings, on the average.)

Table 7-e

Summary of Participation in
EBCE Orientation Activities

Activity	Participants	
	Secondary	Post-Secondary
* Career Decision Making (Five phases of D-M process)	116	63
* Value Clarification		
1. Value Survey	120	74
2. Marksdale Scale	70	36
3. Who Am I Sheet	112	54
4. MSU Career Values Sheet	56	38
5. Kidney Machine Scale	110	56
6. Value Clarification Exercise	34	70
7. Needs of People	20	10
8. Values in Jobs	116	60
* Sex Stereotyping		
1. The Educator	92	24
2. Who's Who	106	22
3. Auction	0	0
4. Opinionaire	18	60
5. "Who Am I" Card	72	80
6. A Riddle	118	78
7. Values in Sex Roles	16	82
8. Soundlization Profile	40	8
9. Classifying Occupations	12	8
* Conflict Resolution		
1. Survey of Relationships	0	2
2. Win/Lose Situations	0	2

Table 7-e (continued)

	<u>Secondary</u>	<u>Post-Secondary</u>
3. Resolving Conflicts	0	14
4. Prisoner's Dilemma Game	0	26
5. Impressions of Behavior	0	26
6. Conflict Resolution Opinionnaire	0	12
7. Ten Commandments of Resolving Conflicts	0	8
8. Money Auction Game	0	8
9. JoHart Window	0	8
*Career Activities		
1. Resume Writing	126	60
2. Letter of Introduction	126	70
3. Letter of Appreciation	110	54
4. Decision Making Activity	102	34
5. Job Mobility and Security	0	0
6. Magazine "The Graduate" Various articles on careers	84	16
*7. Career Possibility Sheet Analysis of violations	124	28
8. Labor Unions Activities	12	2
9. Sex Role Stereotyping Activities Career Guide	48	2
*10. Completion of Job Application	120	66
11. Letter of Application Career Packet Preview	106	22
12. Career Guide Activities Values	0	0
*13. Log of Valuable and Invaluable Experience	120	38
14. Advantages and Disadvantages of Membership in Professional and Union Groups	0	0
*15. Interviewing	118	52
*16. Vocational Exploration Group	80	38
17. Career Cluster Inventory	94	12
18. Educational Preparation for Careers	54	20
19. Communicative Skills	48	50

*Recommended Activities for All Students 96

Table 8-e

EBCE Follow-Up Survey

1. What are you doing at the present time?			2. What is your current position if you are working?		
Number	Present status	%	Number	Present job	%
60	Part-time or full-time job	53.6	9	Clerical	15.0
13	Vocational/technical training	11.6	4	Craftsperson	6.7
17	College study	15.2	1	Farmer, Farm Manager	1.7
0	Armed forces	0	1	Homeworker	1.7
10	Lay-off from work	8.9	7	Laborer	11.7
12	Other	10.7	3	Manager, Administrator	5.0
112	Total	*	13	Operative	21.7

3. If you are in school:

3a. Major in school

Number	Major	%
1	Arts	2.0
3	Business	6.1
6	Education	12.2
1	Engineering	2.0
1	Natural sciences	2.0
3	Social sciences	6.1
20	Vocational/technical	40.8
14	Other	28.6
1	Omit	—
50	Total	100.0

3b. School type

Number	Type	%
37	Junior/community	80.4
9	Four-year	19.6
46	Total	100.0

3c. School location

Number	Location	%
48	In-state	96.0
2	Out of state	4.0
50	Total	100.0

4. What kind of work will you be doing ten years from now?

Number	Type or work	%
9	Clerical	9.7
5	Craftsperson	5.4
2	Homemaker	2.2
4	Laborer	4.3
6	Manager, Administrator	6.5
6	Operative	6.5
15	Professional	16.1
5	Protective service	5.4
10	Proprietor or owner	10.8
5	Sales	5.4
7	School teacher	7.5
13	Technical	14.0
6	Other	6.5
93	Total	100.0

Table 8-e
(Continued)

5. EBCE Experience	n	%
Excellent	42	44.2
Good	44	46.3
Average	8	8.4
Poor	0	0.0
Unsatisfactory	1	1.1
Total	95	100.0%

Median value *** 1.62

6. EBCE Services**

Rating	Job Exploration	Job-seeking service training	Self- awareness	Sex Stereotype	LRC	Referral Service
Very Helpful	50(52.6)	31(32.6)	40(43.0)	24(25.8)	24(25.5)	23(24.5)
Helpful	36(37.9)	46(48.9)	41(44.1)	49(52.7)	45(49.9)	41(43.6)
Little or no help	3(3.2)	9(9.6)	7(7.5)	8(8.6)	13(13.8)	9(9.6)
Did not use	6(6.3)	7(7.4)	4(4.3)	10(10.8)	8(8.5)	12(12.8)
Perceived no need	0	1(1.1)	1(1.1)	2(2.2)	4(4.3)	9(9.6)
Totals	95	94	93	93	94	94
Median value	1.45	1.85	1.66	1.96	2.01	2.08

7. Helpful for identifying or exploring specific areas **

Area	Rating			Total	Median values
	Very helpful	Helpful	Little or no help		
Career interest	47(49.5)	41(43.2)	7(7.4)	95	1.51
Personal values	38(40.0)	48(50.5)	9(9.5)	95	1.70
Explore a career	50(52.6)	40(42.1)	5(5.3)	95	1.45
Classroom performance	20(21.1)	53(55.8)	22(23.2)	95	2.02
Job seeking skills	30(31.6)	57(60.0)	8(8.4)	95	1.81
Work habits	21(22.1)	53(55.8)	21(22.1)	95	2.00
Nontraditional Careers	29(30.5)	52(54.7)	14(14.7)	95	1.86
Getting along on job	26(27.4)	58(61.1)	11(11.6)	95	1.87

8. Where did you learn about EBCE? *

Source	Number	%
Local media	11	10.4
School counselor	26	24.5
Other EBCE students	11	10.4
EBCE presentation	51	48.1
Public agency	4	3.8
Other	3	2.8
Total	106	100.0%

Table 8-e
(Continued)

School Status while in EBCE program

Status	Number	%
Secondary	21	22.1
Post-secondary	42	44.2
Other	32	33.7
Total	95	100.0%

Status by Sex

Sex	Number	%
Male	39	41.1
Female	56	58.9
Total	95	100.0%

Number of weeks in EBCE Program

Category	Number	%
4-6	15	15.8
7-9	17	17.9
10-12	23	24.2
12-15	29	30.5
16-20	10	10.5
Over 20	1	1.1
Total	95	100.0%

Median = 11.7

Standard Deviation = 4.8

- * Some respondents placed themselves in more than one category
- ** Numbers in parentheses are percentages
- *** See text for explanation

Question 6 asked for ratings on specific services offered through the EBCE program. Overall, the service perceived as most helpful by those responding was that of the job exploration opportunities (median value = 1.45), while the service perceived as least helpful was the referral service (median = 2.08). Notice, however, that even the lowest median value (2.08) indicated a very positive perception--68% of respondents felt this service was either helpful or very helpful.

Question 7 required ratings as to the benefit of the EBCE project in identifying or exploring specific personal and occupational subjects. Of these subjects, the respondents perceived the exploration of a career as most beneficial (median = 1.45), while improving classroom performance was perceived as least beneficial (median = 2.02). It is interesting to note in both questions 6 and 7 the most positively perceived activities concerned the job or career exploration -- the main thrust of the EBCE program. The activities perceived as least beneficial concerned project activities which generally were de-emphasized.

A profile of the respondents would include the fact that most of the ex-participants heard about EBCE (question 8) through an EBCE presentation, school counselor, or other participants (83%). Most of the participants responding were post-secondary (44.2%) or unclassified (33.7%). More females were included in the respondents (58.9%) than males. The typical length of participation in EBCE was from seven to fifteen weeks, with the median length being under twelve weeks (11.7).

Some of the comments about the program were very positive, such as "A great program," "Excellent," "Total awareness for the students." Negative comments centered mainly on program logistics, such as "use more video equipment," "Too many tests," "Not enough financial aid for travel and child care," "Need more students in the program," or "Leave out the library work unless the student really needs it."

In general, the comments and responses indicated a positive view of the EBCE program, from a wide variety of participants, each of which had unique, individual needs with respect to program services. Hence, the EBCE program must have been sufficiently flexible to satisfy so many participants.

4. To provide the enrollee with an opportunity to develop academic skills.

In a direct sense, the purpose of the EBCE program was not to provide special instruction in the academic areas to participants. This does not mean that the learning coordinators never provided special or remedial assistance to EBCE enrollees. (One student was in fact tutored in mathematics by the EBCE staff so that she could pass the GED test.)

The development of academic skills was, instead, a secondary outcome of the various orientation activities, such as preparing a letter of introduction. The orientation activities were not designed to foster the development of academic skills as much as they were planned to help participants learn necessary pre-vocational skills required for exploring and comparing various occupations. It is the third party evaluator's opinion, therefore, that comparisons of EBCE participants and nonparticipants on tests such as the CTBS, though included in this report, are not appropriate.

5. To provide an opportunity for observation of and experience in nontraditional settings. EBCE participants were encouraged to explore specific occupations which though related to their general career interests, often comprised a non-traditional placement by sex. It would be fair to say that only a minority of the participants chose to explore nontraditional careers. There were, however, several notable exceptions. Some of these were:

<u>Participant</u>	<u>Occupation</u>
Secondary female	Police officer
Secondary female	Accountant
Secondary female	Draftsperson
Secondary female	Lawyer
Female	Automobile mechanic
Post-secondary male	Special education teacher
Post-secondary male	Nursing
Female	Physician's aide
Female	Police officer
Male	Elementary teacher
Female	Lawyer

The various placements include several career explorations which were, in terms of the geographic region of the state in which the program operates, out of the ordinary.

Before examining the outcomes of the various product objectives, one more point should be made. For many project enrollees, the opportunity to participate in EBCE represented an opportunity unlike any other previously available. A few case studies of individual participants have been summarized, and are presented in Appendix F .

Product Objectives

1. There will be no significant difference in CMI performance of high school dropout EBCE participants and nonparticipants. It should be made clear at the outset that the product objectives in this section are closer to being experimental hypotheses than they are to being objectives. One other point is that data were available for an insufficient number of high school dropouts involved in EBCE to make any such comparison.

However, a comparison of secondary-level EBCE participants and nonparticipants could be made and is so presented here. The EBCE secondary participants came from the three secondary, satellite campuses. The comparison students come from the eleventh grade at one of the satellite campuses. Because the participants were twelfth grade students, some adjustments had to be made. Table 9-e compares the two groups on the five parts of the CMI using normal curve equivalent (NCE) scores. (NCE scores are derived from percentile ranks and are similar to percentiles, but are of interval strength, so that averages may be calculated. As with percentiles, an NCE of 50 corresponds to the median score; any score greater than 50 is above the median, while any score below 50 is below the median. Any pretest to posttest increase in mean NCE reflects better performance on the test.) Comparing the groups by NCE is one method of adjustment for the difference in grade level. The EBCE students' mean increased on each of the five CMI subtests. The nonparticipants mean NCE score increased on all but the last CMI subtest, though the gains

Table 9-e
Summary Statistics for CMI NCE Scores
of Secondary Students

Subtest	Students			
	EBCE Students		Comparison Students	
Part I	Pretest	Posttest	Pretest	Posttest
Mean	44.10	52.27	41.19	44.12
SD	18.24	20.73	11.10	13.85
Number	88	95	31	30
Part II	Pretest	Posttest	Pretest	Posttest
Mean	52.30	53.50	51.12	56.16
SD	20.32	22.17	17.05	20.49
Number	88	95	31	30
Part III	Pretest	Posttest	Pretest	Posttest
Mean	44.41	53.39	45.90	48.89
SD	12.21	16.87	9.13	16.67
Number	89	95	31	30
Part IV	Pretest	Posttest	Pretest	Posttest
Mean	48.11	53.80	48.81	54.92
SD	15.99	17.78	8.95	13.78
Number	87	95	30	30
Part V	Pretest	Posttest	Pretest	Posttest
Mean	50.20	60.33	58.02	54.97
SD	15.48	18.62	16.74	17.77
Number	83	95	26	30

were typically not as large as those of the EBCE students.

Significance tests were made comparing the groups on raw scores by using nonstandard analysis of covariance. This technique compares groups' predicted posttest scores at common pretest scores. Whichever group has the highest predicted posttest score is said to have demonstrated superior posttest performance with respect to their pretest performance. (Hence, this method can, to some extent, adjust for initial differences between the groups.) For all significance tests, an alpha level of .01 was used.

Figure 4-e illustrates the regression lines (posttest score on pretest score) for the two secondary groups on part I of the CMI. (Note: the maximum score on any one part of the CMI was twenty.) The EBCE participants had higher predicted posttest scores. The difference was not significant at our selected alpha level; however, the slopes of the lines were also not significantly different, which suggests, on the average, a relatively constant difference in pretest to posttest gain between the groups. The F-statistics, and points of comparison are summarized in Table 10-e.

Figure 5-e illustrates the posttest on pretest regression lines comparing the two groups on part II of the CMI. The lines are so close together as to indicate very little difference. This was in fact the case. Not only were the slopes of the lines not significantly different, but the predicted posttest values differed only trivially (see Table 10-e).

Figure 6-e presents the posttest on pretest regression lines comparing the two secondary groups on the third part of the CMI. A more substantial difference in predicted posttest scores in favor of the EBCE students may be observed. The slopes of the lines were not significantly different; the mean posttest values, however, were (see Table 10-e).

The regression lines in figure 7-e illustrate the outcomes on part IV of the CMI. The fact that the lines cross one another indicates that for pretest scores above the intersection, EBCE students had higher predicted posttest scores. There were, however, no significant differences at any of the three points of comparison (see Table 10-e).

Figure 8-e presents the comparison of the two secondary groups' posttest on pretest regression lines. The lines are virtually parallel, with EBCE students being shown as having much higher mean posttest scores than the comparison students, at any pretest score. The differences were significant at the three points of comparison (see Table 10-e).

Thus, the EBCE students' pretest to posttest performance was statistically superior to that of the comparison group on parts III and V of the CMI. One concern that the third party evaluator has with respect to these results is the fact that many control group students actually had lower posttest scores than pretest scores. In the absence of any treatment, this would imply a lack of motivation to perform well on the tests. Indeed, many informal comments were received to that effect. That the control group's mean score declined on Part V of the CMI from pretest to posttest, as well as the increase in standard deviations on all parts, support the notion that the comparison group's

Figure 4-e
Posttest on Pretest Regressions
for Secondary Students
Using CMI Part I Raw Scores

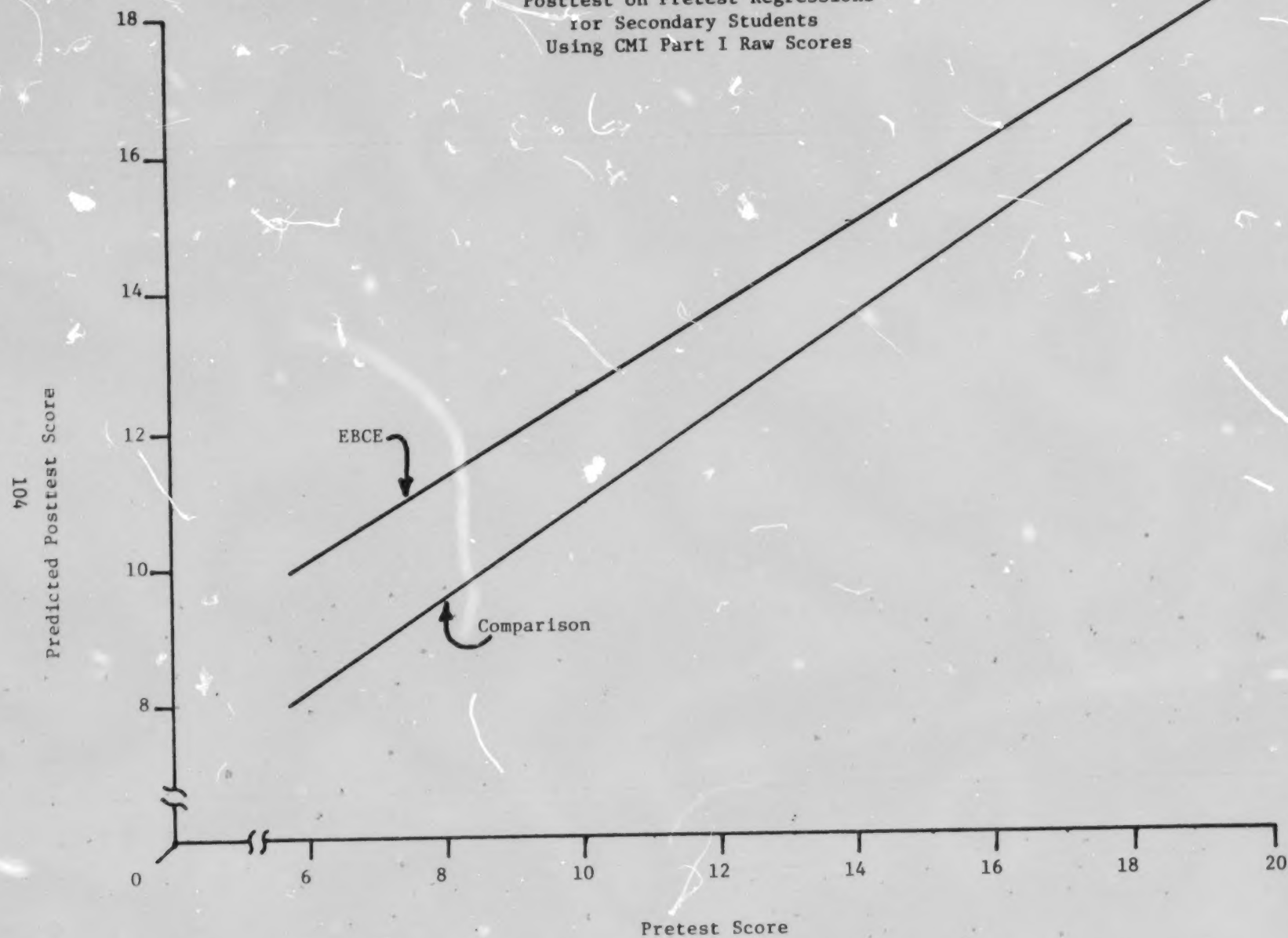


Figure 5-e
Posttest on Pretest Regressions
for Secondary Students
Using CMI Part II Raw Scores

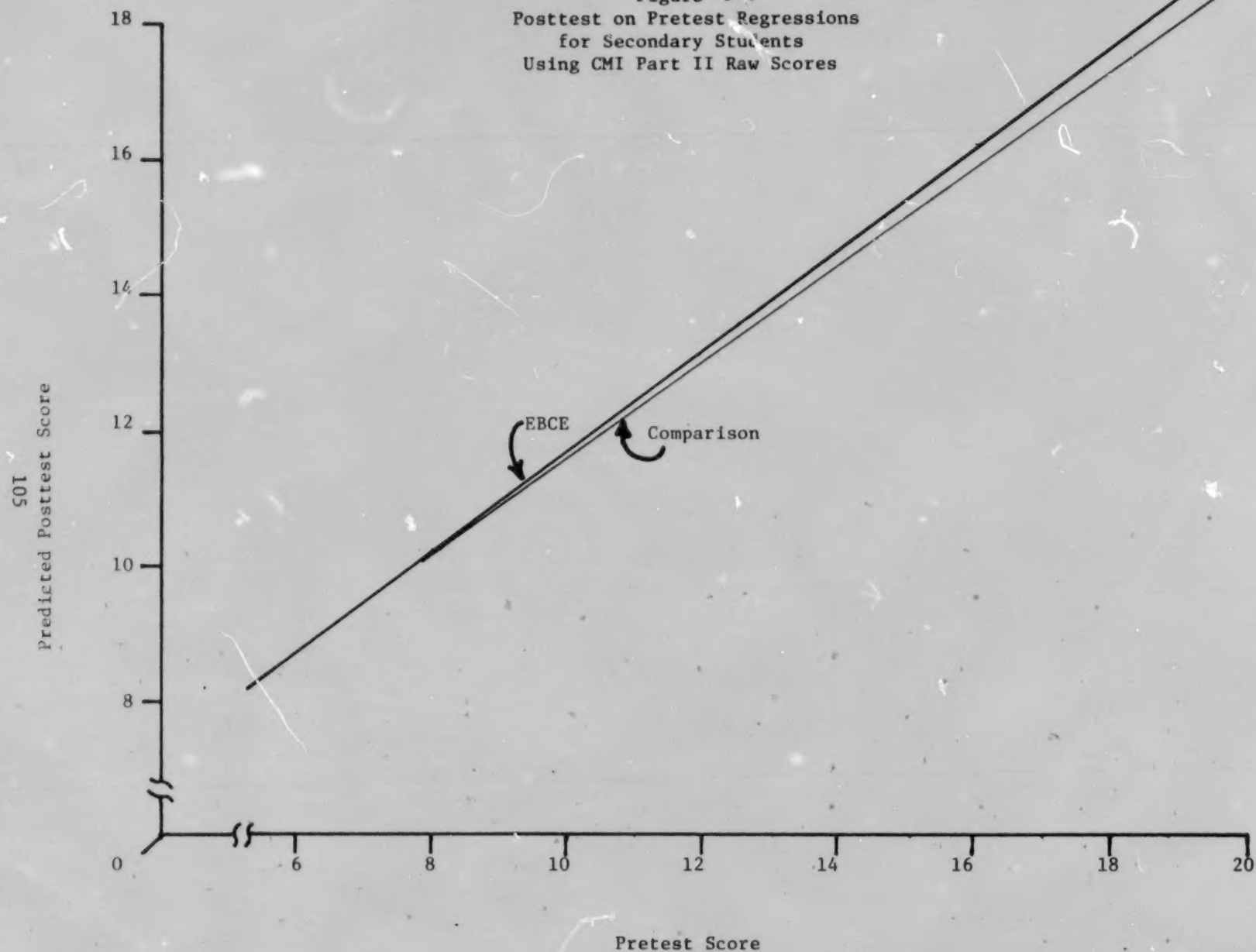


Figure 6-e
Posttest on Pretest Regressions
for Secondary Students
Using CMI Part III Raw Scores

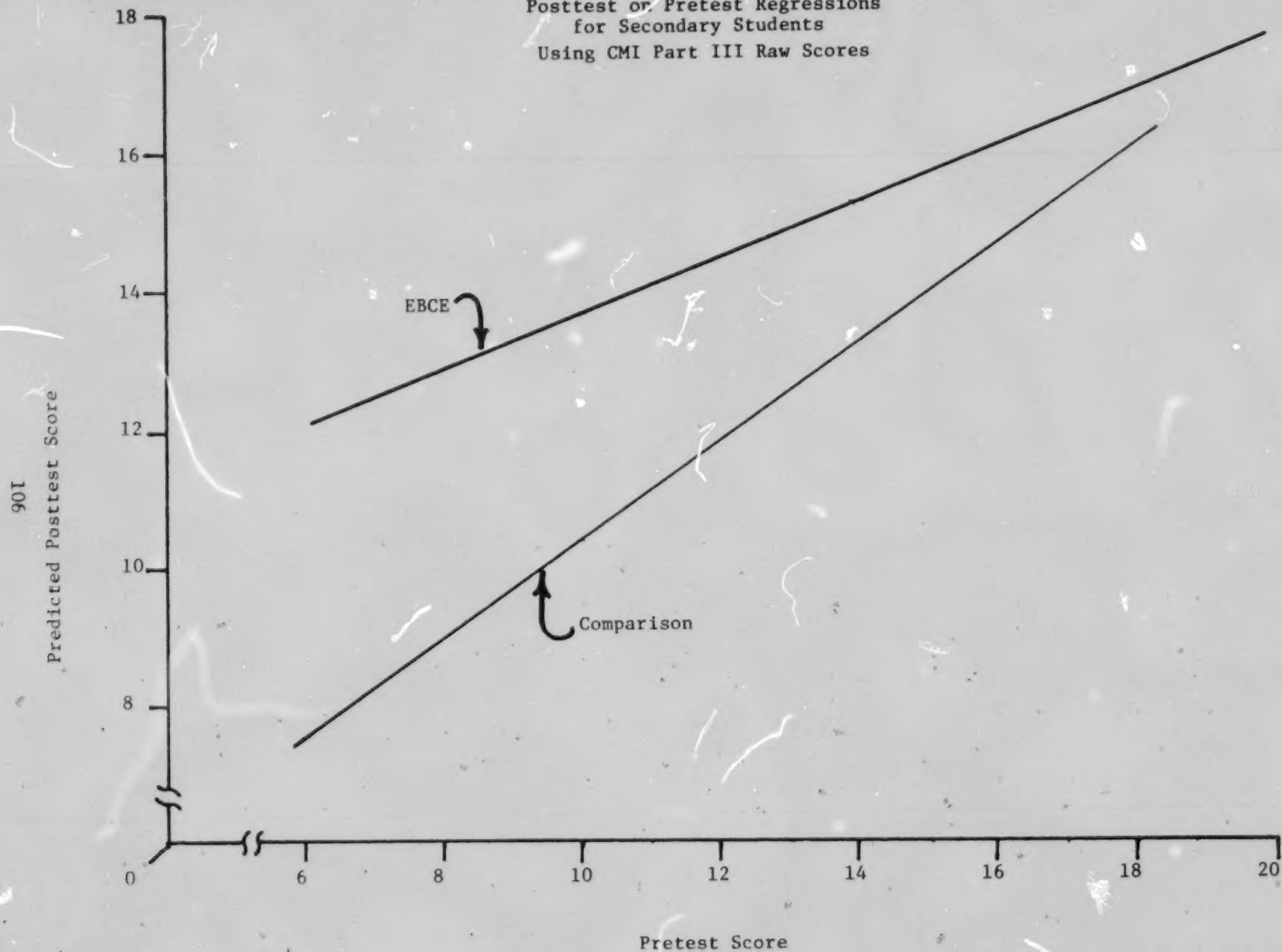


Figure 7-e
Posttest on Pretest Regressions
for Secondary Students
Using CMI Part IV Raw Scores

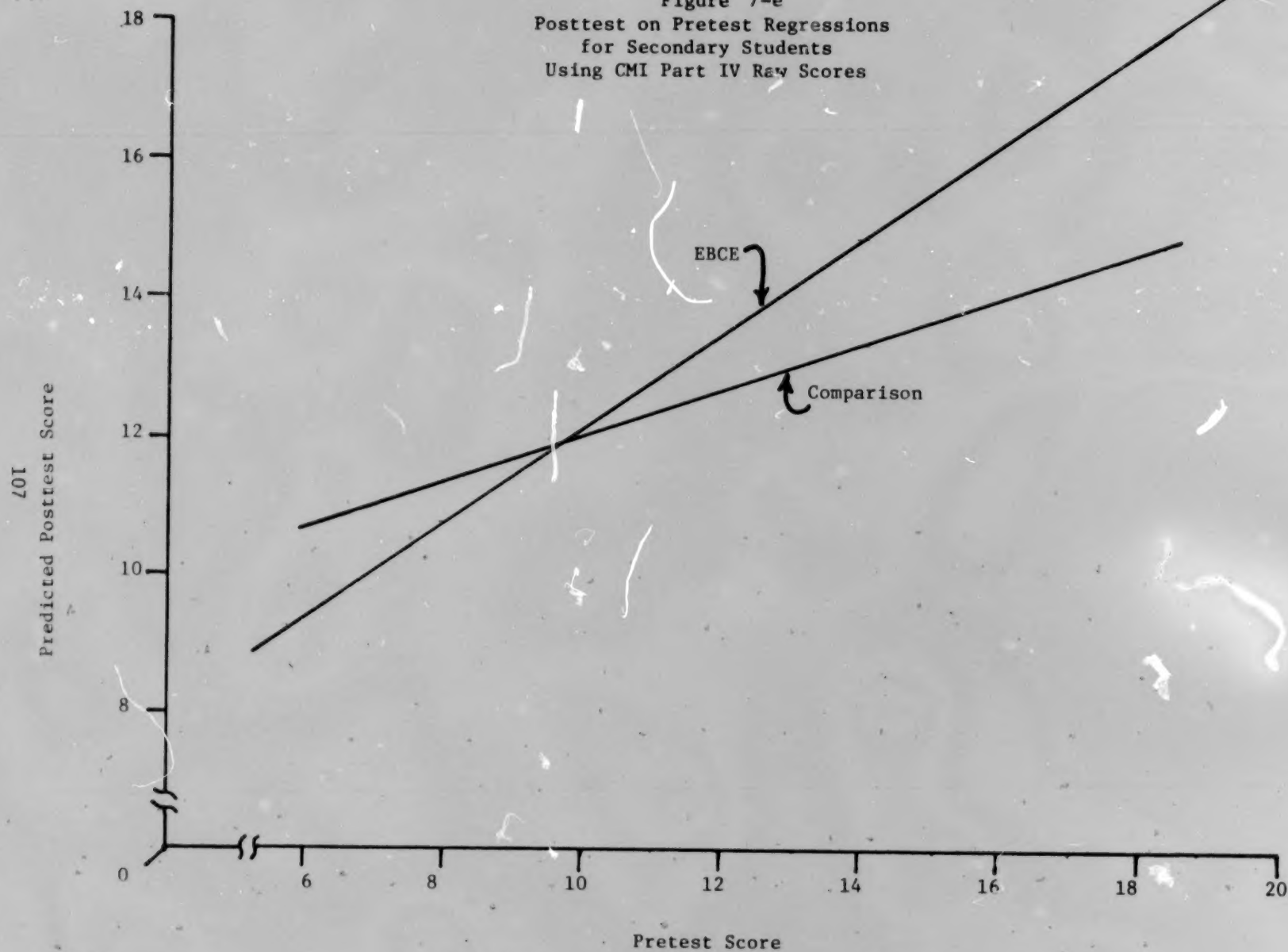


Figure 8-e
Posttest on Pretest Regressions
for Secondary Students
Using CMI Part V Raw Scores

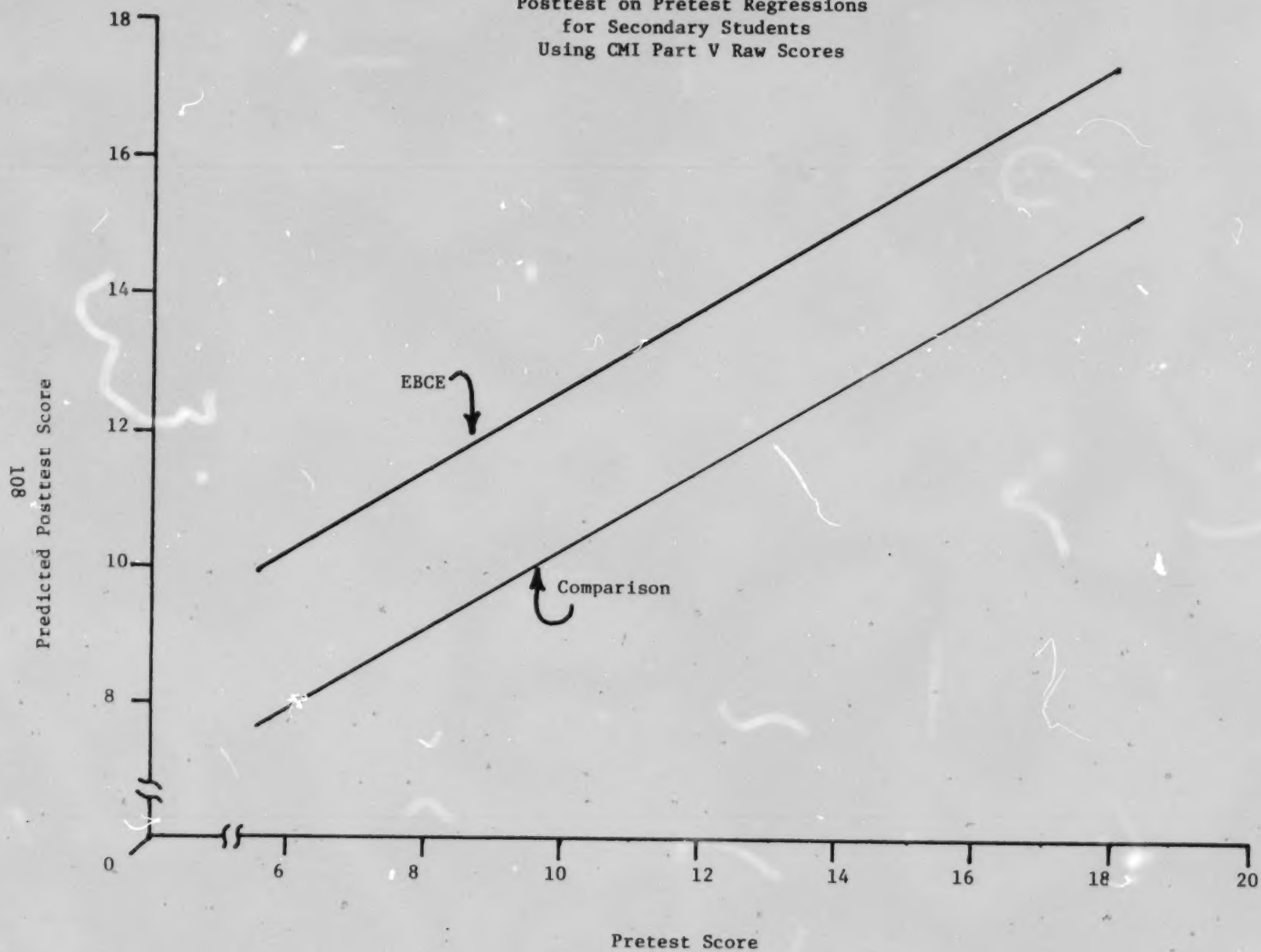


Table 10-e

Summary of Nonstandard Analysis
of Covariance Comparisons for
Secondary Groups on CMI

Subtest	Significance Test		Difference in Predicted Posttest Means	
	Slope of Lines	At Comparison Group Pretest Mean	At Overall Pretest Mean	At EBCE Pretest Mean
Part I	F = 0.11 (df=1,101)	F = 5.06 {12.4}	F = 4.60 { 13.0}	F = 4.19 {13.3}
Part II	F = 0.03 (df=1,100)	F = 0.07 {14.5}	F = 0.08 { 14.9}	F = 0.08 { 15.0}
Part III	F = 2.21 (df=1,102)	F = 12.58* {12.4}	F = 12.21* {12.5}	F = 12.21* { 12.5}
Part IV	F = 2.90 (df=1,100)	F = 0.41 { 11.1}	F = 0.91 { 11.8}	F = 1.16 { 12.1}
Part V	F = 0.00 (df=1,95)	F = 8.58* { 9.7}	F = 8.81* { 9.9}	F = 9.12* { 10.6}

¹Numbers in brackets represent mean scores

*P<.01

posttest performance was not as good as it might have been.

2. There will be no significant difference in the CMI scores between post-secondary EBCE participants and nonparticipants. The post-secondary EBCE participants were drawn from enrollees at the two campuses of IJC. The post-secondary comparison students were all enrolled at the Fulton campus of IJC. Because the CMI is normed only for students through the twelfth grade, raw scores (number right) were used as the unit of comparison. A summary of the mean scores for both groups on each of the five parts of the CMI is presented in Table 11-e. Before the reader attempts to interpret these results, one point should be made clear. Many fewer EBCE post-secondary enrollees actually took the CMI posttest. In fact, only about one-half of these participants actually took both the pretest and posttest. Therefore, the changes from pretest to posttest shown in Table 11-e, especially for the EBCE group, may not be an accurate indicator of what changes would have been observed had all the participants taken both tests.

As was the case for the secondary students, the post-secondary comparisons were made using nonstandard analysis of covariance. Figure 9-e illustrates the posttest on pretest regression lines for the post-secondary groups for part I of the CMI. The lines are very close together, indicating little difference in predicted posttest scores at any given pretest score. Table 12-e presents the results of the various significance tests which were made. The slopes of the lines were not significantly different, nor were any of the mean comparisons significant at the .01 level.

The comparisons of the two post-secondary groups on part II of the CMI is presented in Figure 10-e. The various significance tests were all not statistically significant (see Table 12-e).

The posttest on pretest regression lines for part III of the CMI are illustrated in Figure 11-e. The lines may be seen to be nearly parallel, indicating a constant difference in predicted posttest score in favor of the comparison group at any given pretest score. These differences, however, were not statistically significant (see Table 12-e).

Figure 12-e presents the comparison of the post-secondary students on part IV of the CMI. As was the case for the first three parts of the CMI, there were no significant differences in the predicted posttest performance between the two groups (see Table 12-e).

The posttest on pretest regression lines for the post-secondary groups on part V of the CMI are presented in Figure 13-e. There were no significant differences in predicted posttest scores between the two groups at any of the selected pretest means (see Table 12-e).

To summarize briefly, the post secondary comparison students had higher posttest scores, on the average, after adjustment for pretest differences, than did the EBCE students on three of the five parts of the CMI (Parts II-IV). The EBCE students had the higher posttest scores on parts I and V. However, none of these differences was statistically significant. One reason is the relatively small number of students for whom pretest and posttest

Table 11-e
Summary Statistics for CMI Raw Scores
of Post-Secondary Students

Students				
Subtest	EBCE Students		Comparison Students	
Part I	Pretest	Posttest	Pretest	Posttest
Mean	14.66	14.97	14.64	14.38
SD	3.22	3.40	3.14	2.56
Number	74	39	31	31
Part II	Pretest	Posttest	Pretest	Posttest
Mean	17.13	17.79	16.45	16.90
SD	3.43	2.80	3.32	2.56
Number	77	39	31	31
Part III	Pretest	Posttest	Pretest	Posttest
Mean	14.80	14.87	13.26	14.13
SD	3.34	3.24	3.05	3.14
Number	77	39	31	30
Part IV	Pretest	Posttest	Pretest	Posttest
Mean	13.88	13.74	14.06	13.86
SD	4.38	4.51	3.90	4.43
Number	77	38	31	29
Part V	Pretest	Posttest	Pretest	Posttest
Mean	11.17	11.64	10.00	9.11
SD	3.32	3.59	2.63	3.41
Number	75	39	31	28

Figure 9-e
Posttest on Pretest Regressions
for Post-Secondary Students
Using CMI Part I Scores

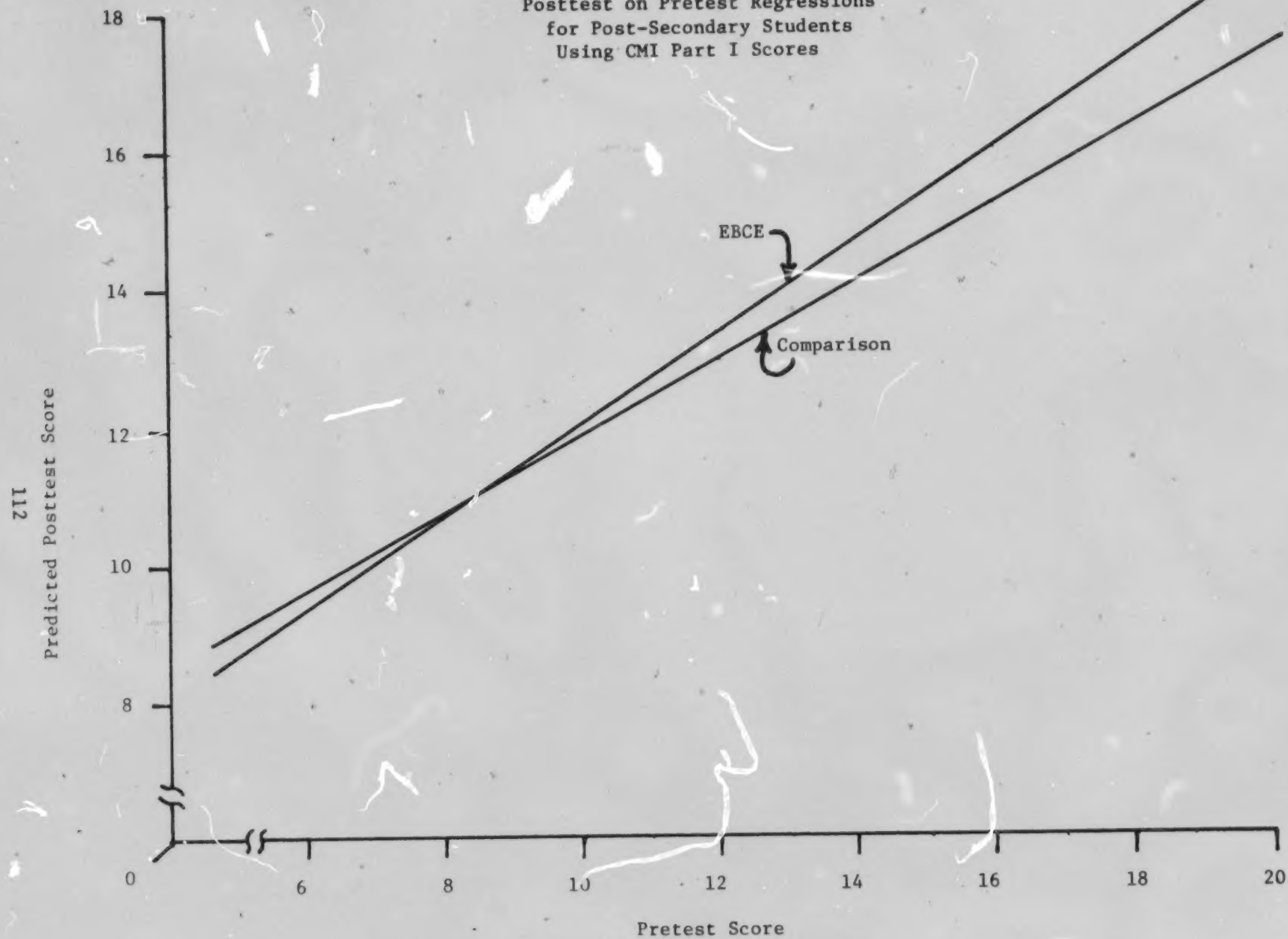


Figure 10-e
Posttest on Pretest Regressions
for Post-Secondary Students
Using CMI Part II Scores

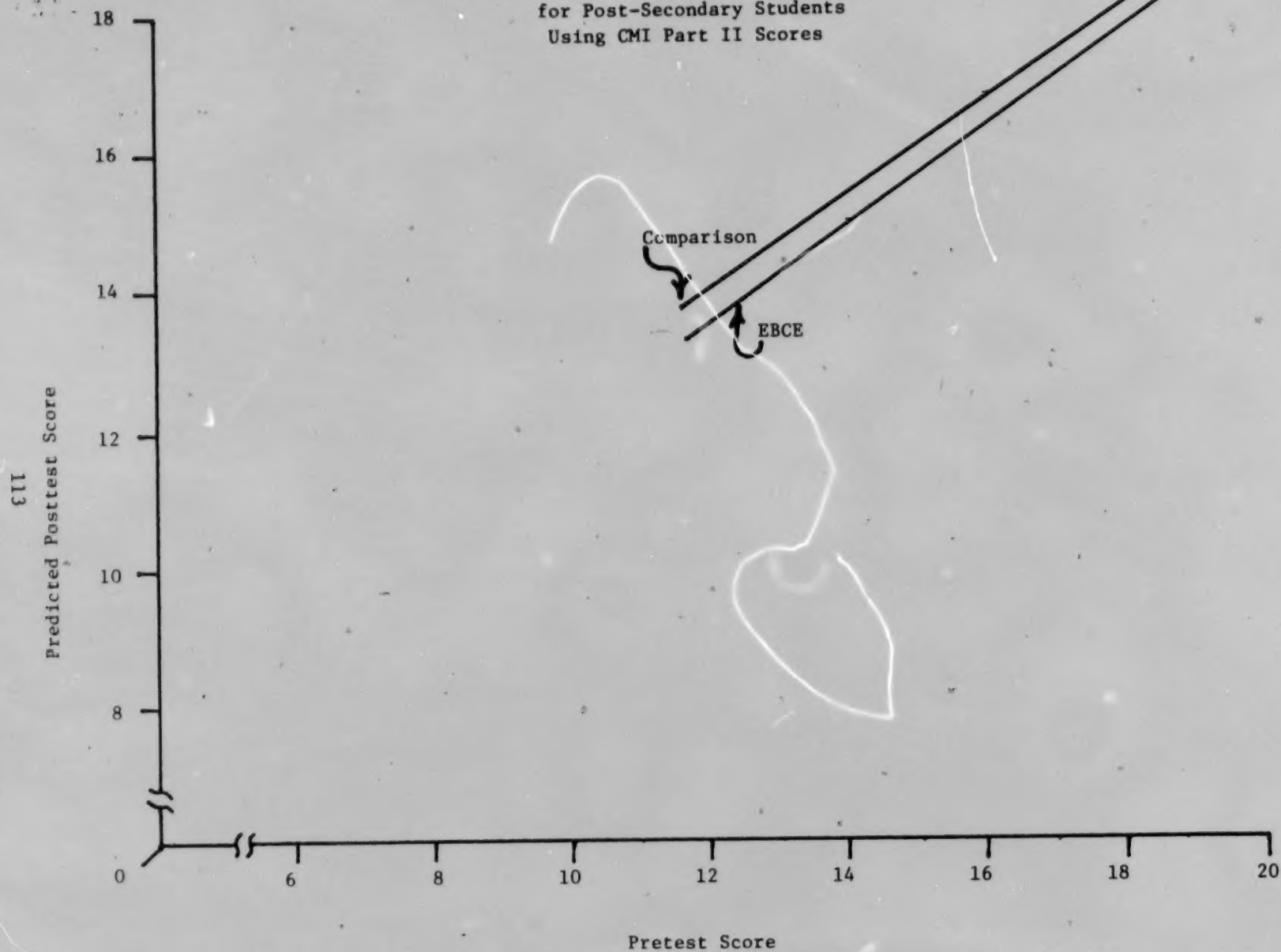


Figure 11-e
Posttest on Pretest Regressions
for Post-Secondary Students
Using CMI Part III Scores

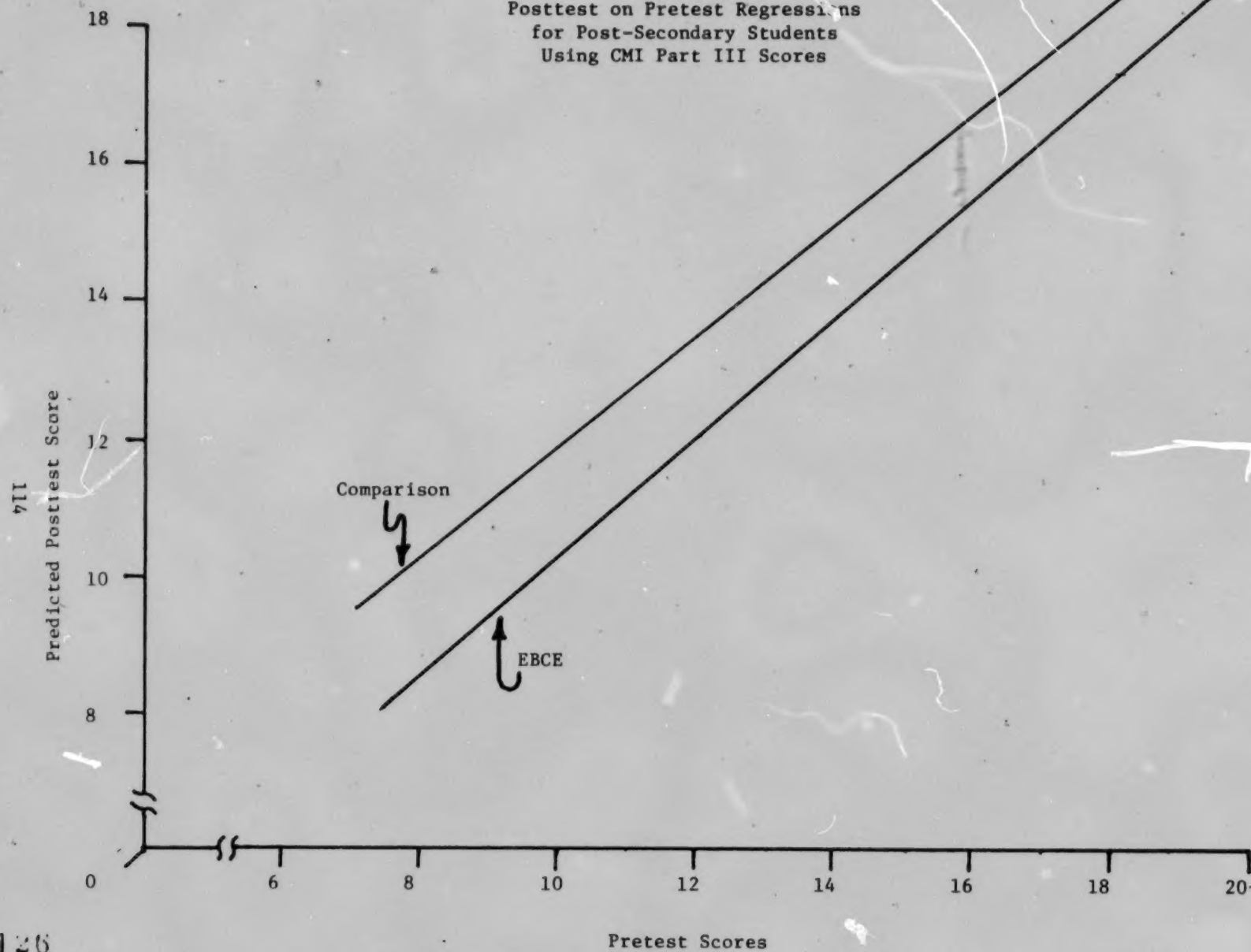


Figure 12-e
Posttest on Pretest Regressions
for Post-Secondary Students
Using CMI Part IV Scores

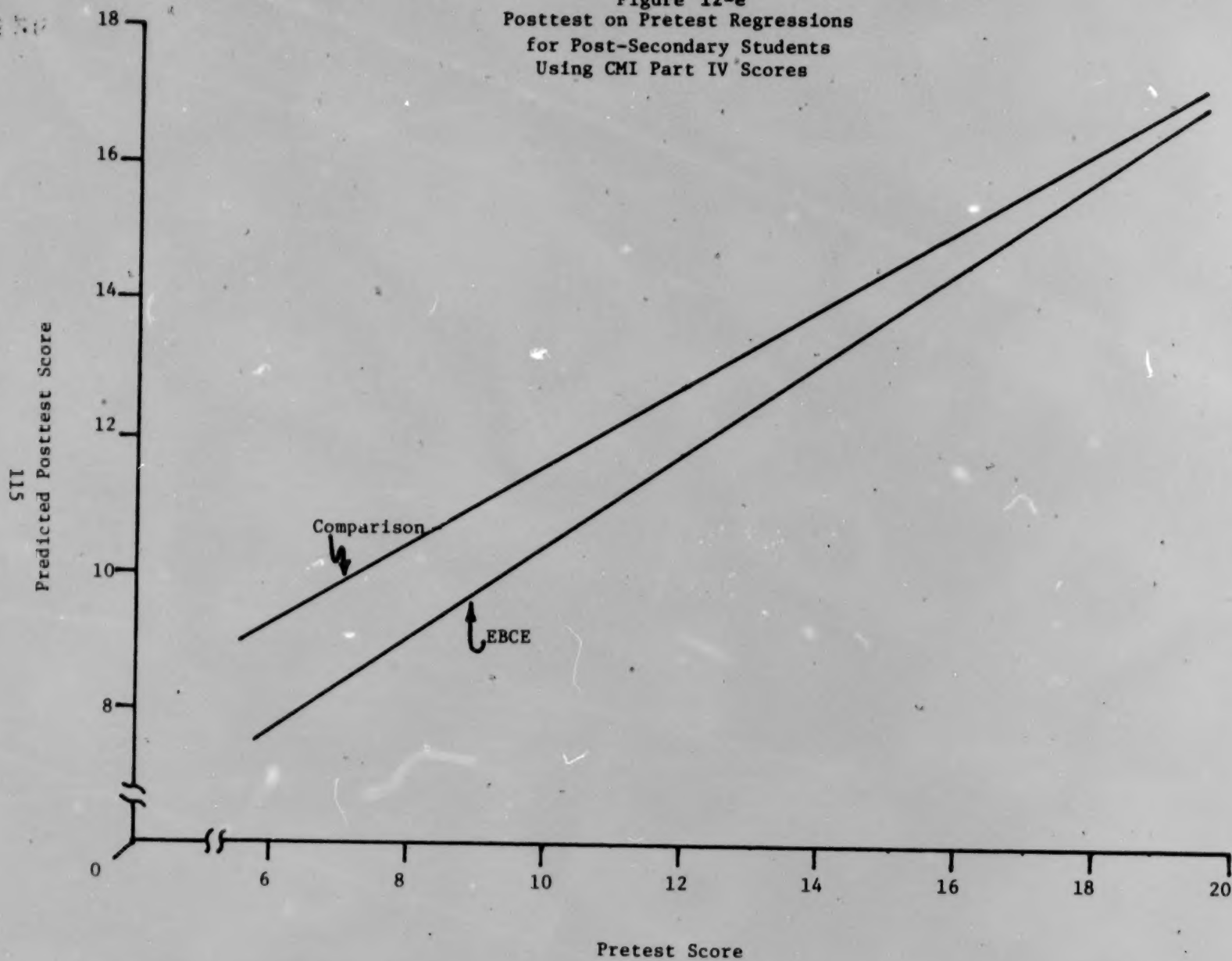


Figure 13-e
Posttest on Pretest Regressions
for Post-Secondary Students
Using CMI Part V Scores

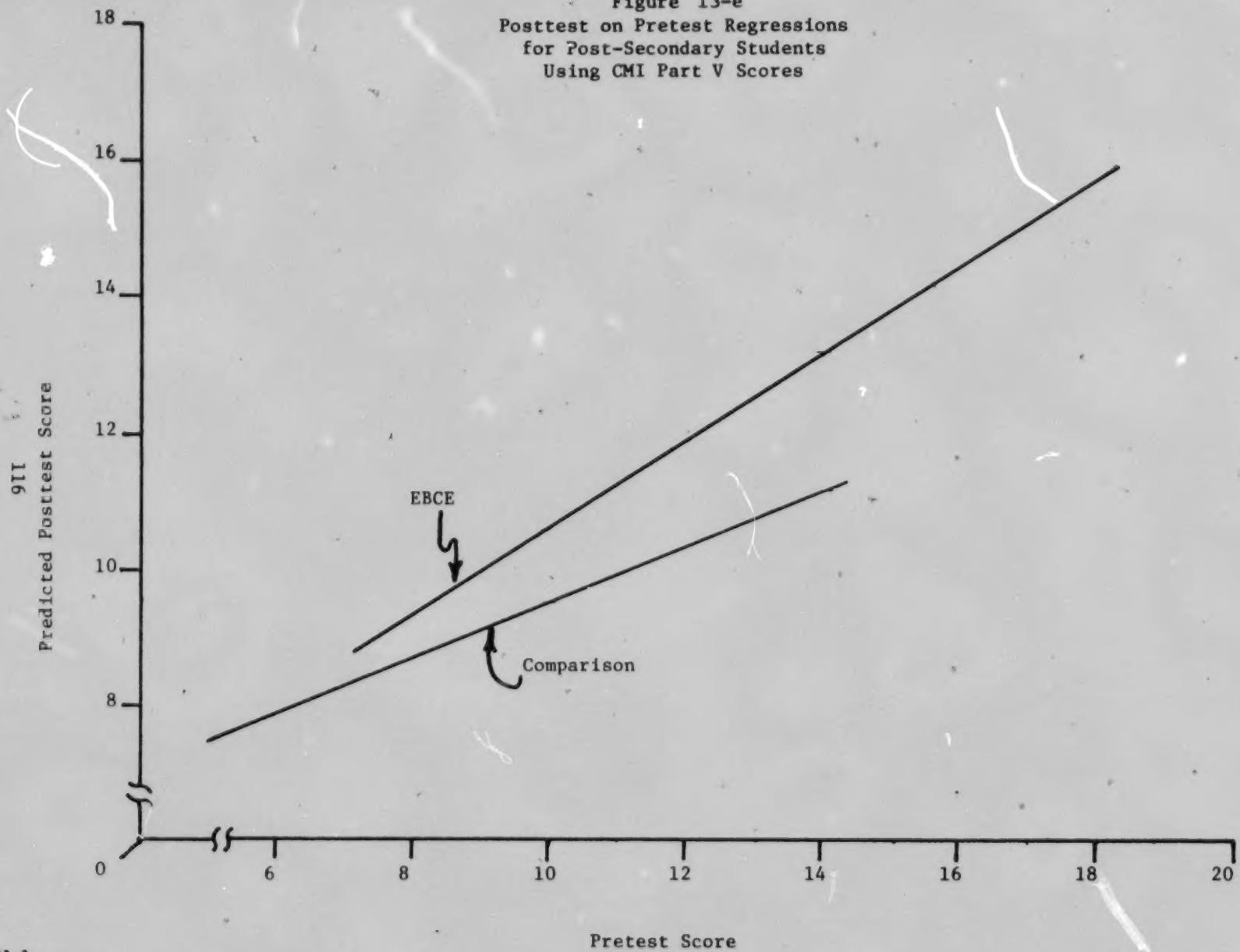


Table 12-e

Summary of Nonstandard Analysis
of Covariance Comparisons for
Post-Secondary Groups on CMI ¹

Subtest	Significance Tests			
	Slopes	Difference at Comparison Group Mean	Difference at Overall Mean	Difference at EBCE Group Mean
Part I	F=0.20 (df=1,58)	F=1.14 {14.6}	F=1.18 {14.7}	F=1.18 {14.7}
Part II	F=0.00 (df=1.58)	F=0.03 {16.5}	F=0.03 {16.9}	F=0.03 {17.1}
Part III	F=0.08 (df=1,57)	F=2.71 {13.3}	F=2.64 {14.4}	F=2.44 {14.8}
Part IV	F=0.09 (df=1,55)	F=0.50 {13.9}	F=0.50 {13.9}	F=0.48 {14.1}
Part V	F=0.58 (df=1,55)	F=1.32 {10.0}	F=1.95 {10.8}	F=2.18 {11.2}

¹Numbers in brackets are pretest means

scores were available. Had more of the EBCE enrollees completed both tests, perhaps the results might have been different. The point made concerning declining scores from pretest to posttest for secondary students may be made here also. For the EBCE post-secondary students, the mean CMI scores declined on two of the five subtests (III, IV). For the post-secondary comparison group, the mean scores declined on three of the five subtests (I, IV, and V). It may be the case that the motivation for the examinees to perform well on the posttest was far below what it should have been.

3. There will be no significant difference in the CTBS reading comprehension scores between secondary EBCE participants and nonparticipants. The reading comprehension subtest of the CTBS contains forty-five items. The scores of the secondary groups expressed in NCE units on the reading subtest are presented in Table 13-e. The mean NCE score of both EBCE participant and non-participant groups increased from pretest to posttest. The fact that the standard deviations also decreased for both groups indicates a relatively uniform increase at all pretest levels. Nonstandard analysis of covariance comparisons were also made. Figure 14-e illustrates the posttest on pretest regression lines for CTBS reading raw scores for both secondary groups. The EBCE group had clearly higher posttest scores at the points of comparison (the significance tests are summarized in Table 14-e). Thus, even after adjustment for initial pretest standing, the EBCE group's posttest scores were significantly higher than those of the comparison group.

4. There will be no significant difference in the CTBS mathematics computation scores between secondary EBCE participants and nonparticipants. The CTBS mathematics computation subtest is comprised of twenty-five items. Table 13-e presents the mean pretest and posttest NCE scores for both secondary-level groups on the mathematics computation subtest. The EBCE group mean increased from pretest to posttest, about three NCE points. The comparison group, however, declined in mean score about five points. The vast increase in standard deviation indicates a lot of very low scores showing up on the comparison group posttest data which were not present in the pretest results.

Nonstandard analysis of covariance comparisons were made between the two groups. Figure 15-e presents the posttest on pretest regression lines for computation raw scores. The comparisons yielded no statistically significant differences at the .01 level (see Table 14-e).

As mentioned earlier, however, the decidedly poorer posttest performance of the comparison group may have masked any real differences between the groups. The comparison students, in the absence of any treatment, would normally not be expected to decline so severely in performance. Table 15-e summarizes the number and percentage of students in both groups whose scores increased or decreased on this subtest from pretest to posttest.

Table 13-e
Summary Statistics for CTBS NCE Scores
of Secondary Students

Students				
Subtest	EBCE Students		Comparison Students	
Reading	Pretest	Posttest	Pretest	Posttest
Mean	43.18	48.16	30.09	36.26
SD	16.36	15.54	21.20	18.03
Number	84	95	31	29
Mathematics Computation	Pretest	Posttest	Pretest	Posttest
Mean	43.92	46.86	41.82	36.58
SD	17.77	19.10	14.22	23.77
Number	82	94	31	29
Mathematics Applications	Pretest	Posttest	Pretest	Posttest
Mean	47.41	52.78	41.49	37.99
SD	19.04	20.54	14.70	18.74
Number	82	94	31	28

Figure 14-e
Posttest on Pretest Regressions
for Secondary Students
using CTBS Reading Raw Scores

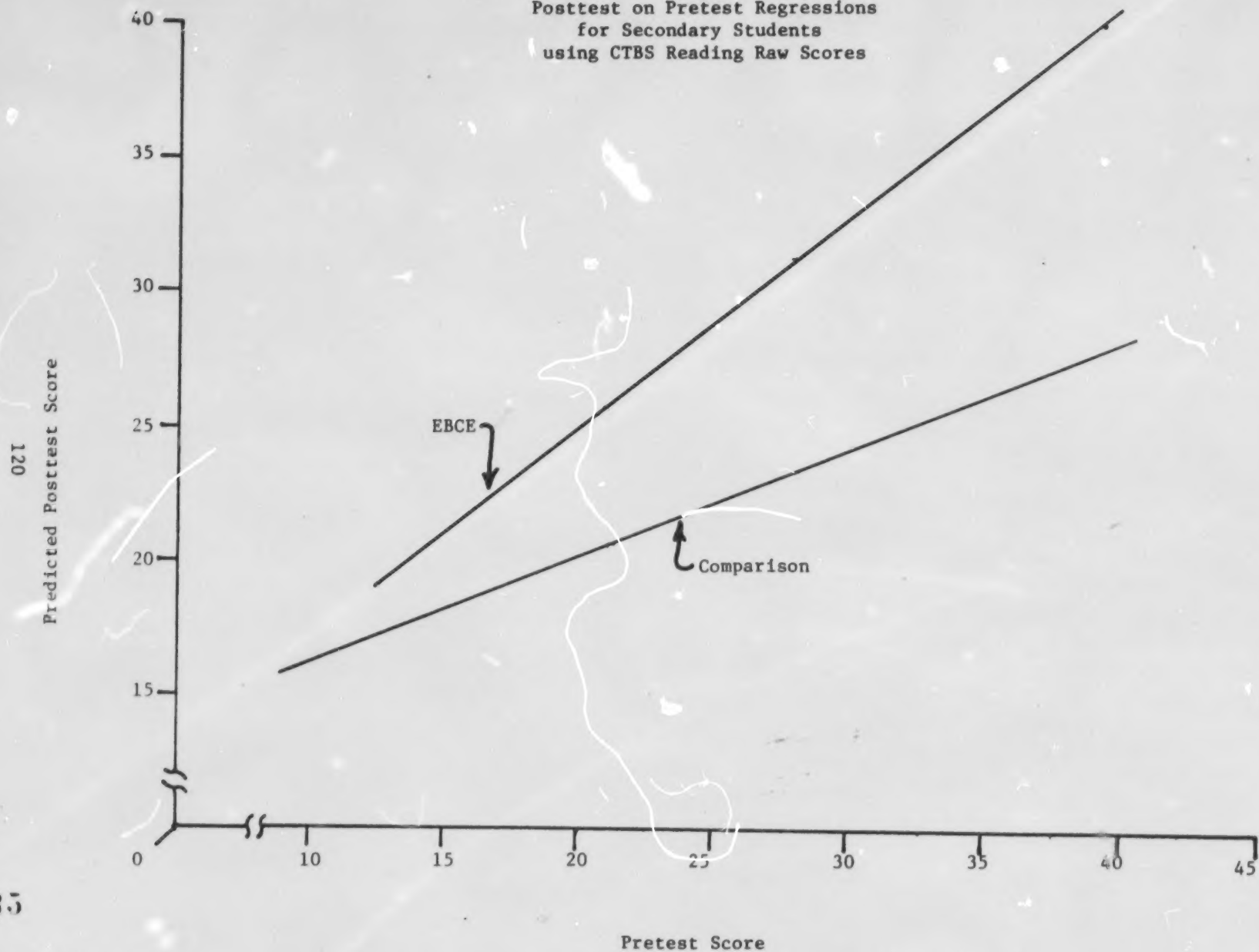


Figure 15-e
Posttest on Pretest Regressions
for Secondary Students
using CTBS Math Computation Raw Scores

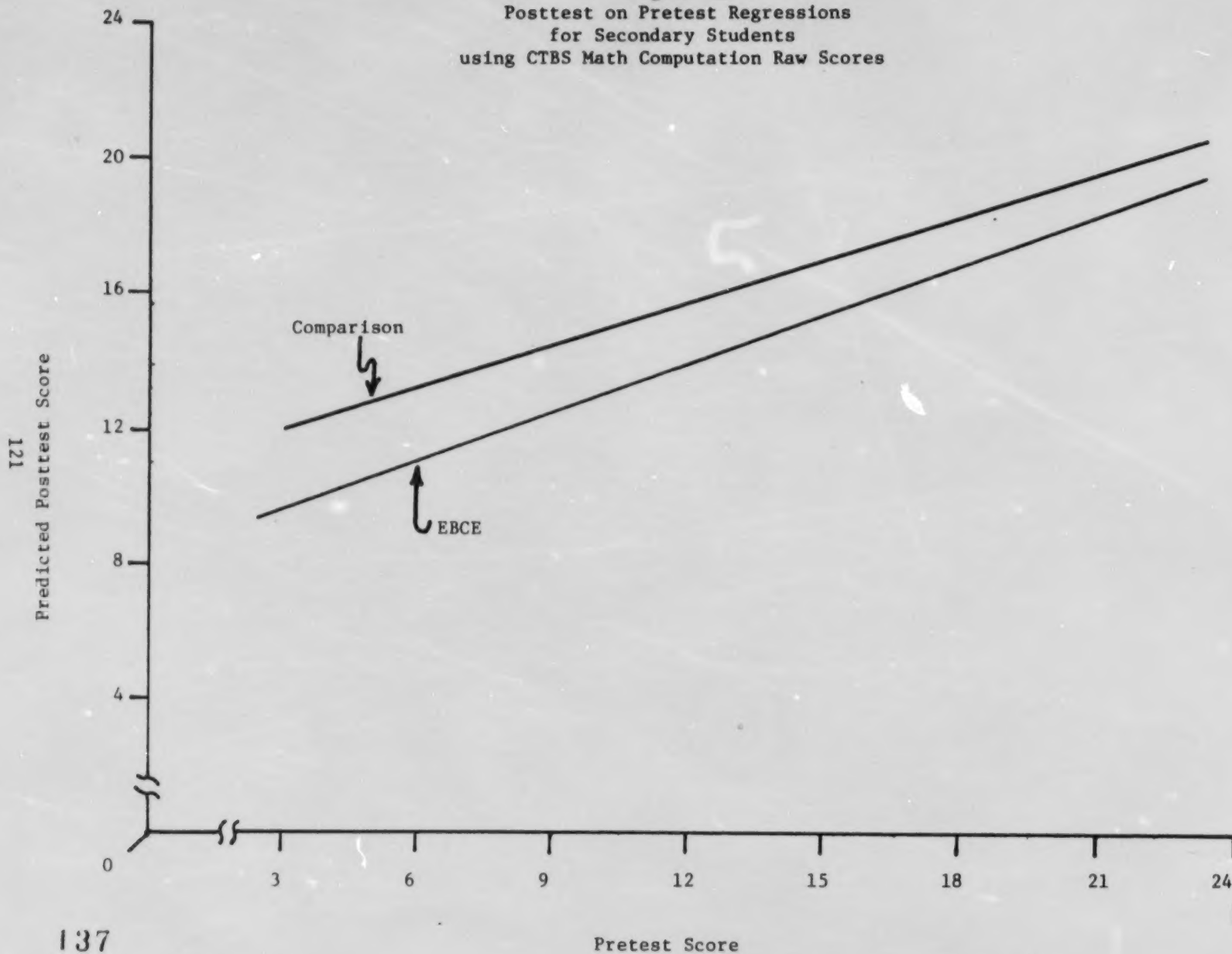


Figure 16-e
Posttest on Pretest Regressions
for Secondary Students
using CTBS Math Application Raw Scores

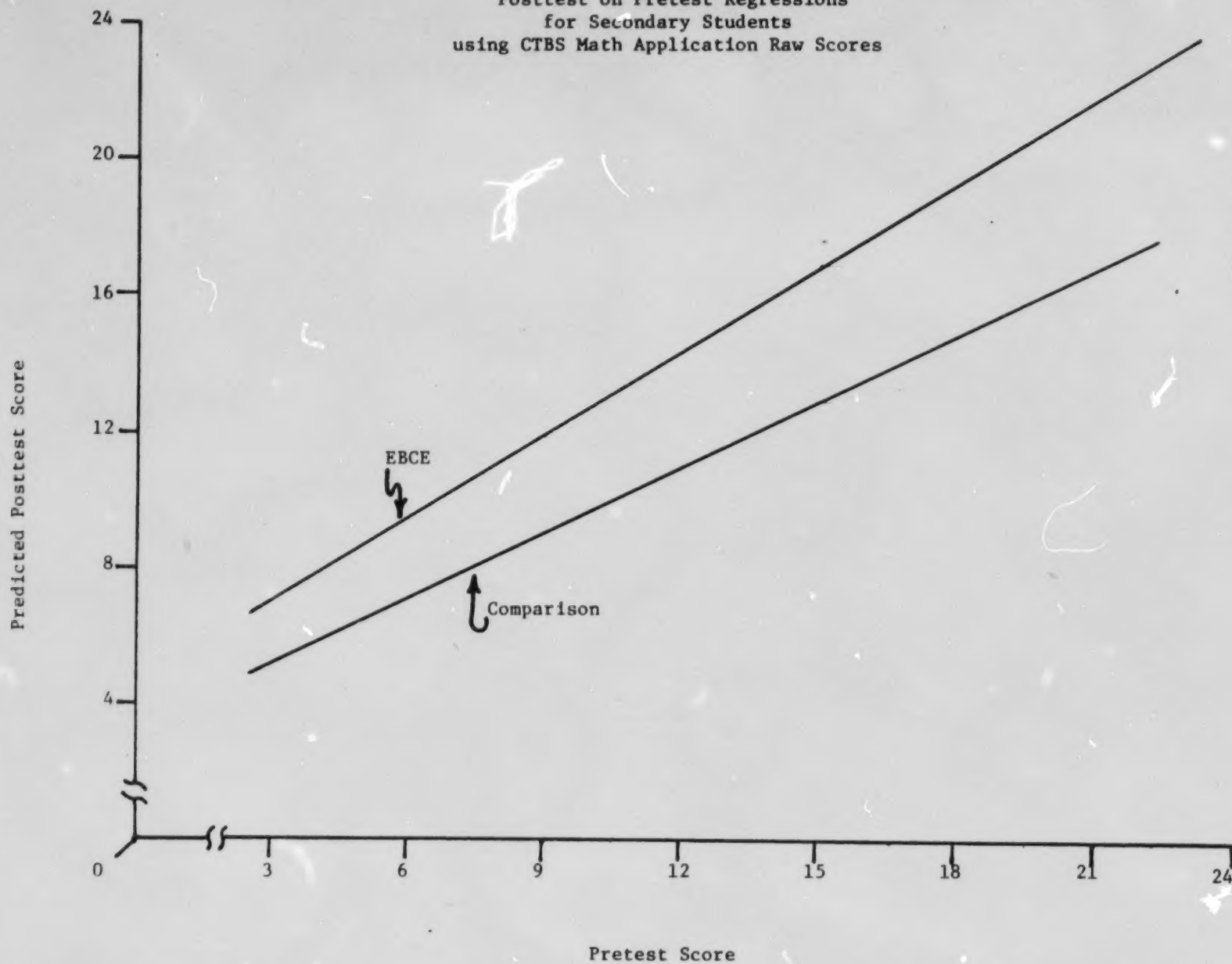


Table 14-e

Summary of Nonstandard Analysis
of Covariance Comparisons for
Secondary Groups on CTBS¹

Subtest	Significance Tests			
	Slopes	Difference at Comparison Group Mean	Difference at Overall Mean	Difference at EBCE Group Mean
Reading	F=11.38* (df=1,98)	F=24.9* {23.9}	F=35.06* {26.7}	F=37.92* {27.7}
Mathematics Computation	F=0.30 (df=1,71)	F=5.21 {16.3}	F=5.56 {15.8}	F=5.68 {15.5}
Mathematics Applications	F=0.95 (df=1,94)	F=13.75* {11.6}	F=17.99* {14.0}	F=17.59* {14.9}

¹Numbers in brackets are pretest means

*p<.01

Table 15-e

Summary of Secondary Students'
Pretest to Posttest Change on CTBS
Mathematics Computation Subtest

	EBCE Group		Comparison Group	
	Number	%	Number	%
Cases increasing	22	47	8	28
Cases with no change	6	13	2	8
Cases decreasing	19	40	18	64
Total Cases	47	100%	26	100%

The percentage of cases with declining scores is astonishingly large for the comparison group (64%). The percentage of decreasing scores for the EBCE group, while large (40%), is more than offset by the percentage of students whose scores improved (47%). These figures should serve to caution the reader--all the comparisons made must be viewed as possibly suspect, due to the apparent lack of motivation on the students' part to perform as well as they could.

5. There will be no significant difference in the CTBS mathematics applications scores between secondary EBCE participants and nonparticipants. The CTBS mathematics applications subtest contains twenty-five items. Table 13-e presents the mean pretest and posttest NCE scores for both secondary-level groups on the mathematics applications subtest. The EBCE group mean increased about five NCE points, while that of the comparison group decreased about three and one-half points. Again, a sizable increase in the standard deviation for the comparison group from pretest to posttest is indicative of the presence of many more low scores on the posttest than on the pretest.

Nonstandard analysis of covariance comparisons were made between the two groups. Figure 16-e illustrates the posttest on pretest regression lines for the two groups, using CTBS mathematics applications raw scores. The significance tests between the two groups indicated significantly higher predicted posttest scores for the EBCE participants than for the nonparticipants, at the selected pretest means (see Table 14-e).

The decline in scores of the comparison group students may have

exaggerated any existing differences between the groups. As mentioned earlier, the data indicate a lack of motivation on the part of the comparison students to perform as well as they could have on these tests.

Discussion

During FY 78, the EBCE project expanded both the number and type of clients served, and increased the range of services offered. The project staff exhibited a professional attitude and a sincere dedication to their work at all times. That the project staff was able to encourage so many secondary students to explore at least two sites (see Table 6-e), after being informed seven months into the year by HEW representatives that two sites per enrollee was desired, attests to the good relationships the learning coordinators had developed with their enrollees, as well as a concern on the part of the entire staff to operate a sound program.

A follow-up of past EBCE enrollees indicated a generally positive attitude towards participation in the program--informal discussions with current enrollees yields similarly positive perceptions of the program.

As much as possible, the project offered its services on an open-entry, open-exit, part-time or full-time participation basis. For secondary-level enrollees, the artificial confines of the school day schedule and academic semester may have thwarted this intended flexibility to some extent. For post-secondary and nonschool participants, however, the requisite flexibility appeared to be present. If there was one area in which individual needs might not always have been given their due consideration, that would be the orientation activities. Informal discussion with the learning coordinators would lead one to conclude that, by and large, each learning coordinator presented the same orientation activities to most enrollees. Exceptions to this practice occurred most often for post-secondary and nonschool participants.

One aspect of the program with which most enrollees were annoyed was that of the testing. Apparently, the results of the pretest or the posttest were not always used by the learning coordinators when working with the students. This is not unexpected; unless the coordinators were to score each test by hand, they had to wait several weeks for results if the tests were machine-scored. Such a lag time often meant the difference between a participant still being in the program and having left long ago. From the enrollee's point of view then, the testing was understandably an unpleasant chore, resulting in no apparent payoff. The appropriateness of comparing students on standardized tests of achievement, such as the CTBS, is somewhat dubious when the project activities are not aimed at helping participants develop academic skills. These points, when considered for students in the comparison groups, may serve to explain the apparent lack of motivation to perform well on the tests. The validity of these results, in terms of describing the EBCE program as a success or failure, is questionable. Anything which could be done to reduce the artificial effects on performance such as boredom or carelessness should be done.

This next year (1978-79) for the EBCE project will have a new emphasis--that of dissemination and diffusion of the program features, methods, and strategies. New secondary-level satellite campuses will be added so the project will have provided services to people in all five counties in the IJC area.

Recommendations

During the year, some minor recommendations were made to the EBCE staff. These were typically acted on rapidly and efficiently. Listed below are the recommendations made on the basis of the third-party evaluator's appraisal of the 1977-78 project operation.

1. A general effort towards better documentation is urged. Student files, site placement summaries, compilations of available sites, usage of project resources, and the like should be kept complete and up-to-date.
2. Some of the orientation activities were never used. Consideration as to the benefit of continuing to maintain these activities on file should be weighed against the fact that no participants completed them.
3. The career corners in the resource centers were severely under-used. Students using these resources should be urged to maintain a log of their usage. If learning coordinators bring special materials to EBCE enrollees, this activity should be logged as usage of EBCE reference materials.
4. A bibliography of all available EBCE reference materials, organized by subject, media format, or occupation should be prepared and placed on location at every EBCE campus.
5. Serious consideration should be given to dropping the CTBS subtests from the mandatory testing activities--it should remain, however, as an optional service for the enrollee.
6. All possible effort should be made to maintain a high level of motivation during the test sessions. Towards this end, one suggested strategy would be to have one-half of a group answer only the odd-numbered items on the pretest, and the even-numbered items on the posttest (and the other half of the group do just the opposite). This would markedly reduce the amount of time required to take the CTBS, as well as assure that students would only answer each item once. (A study, using scores from fifty-six secondary students tests, indicated that the maximum average error in estimating total scores from half the items was less than one-half point on all three CTBS subtests.)
7. A special effort should be made to obtain both pretest and posttest information on all EBCE enrollees. The lack of posttests for the special education participants, for instance, prevented any type of assessment of effectiveness.
8. Orientation activities should be thoroughly documented and packaged, so classroom teachers, counselors, and others would know the purpose, the methods, the requisite materials, desired outcomes, suggested time limits, and so forth, of the activities. This might involve preparing short user manuals, and possibly might also include videotaped sessions.

9. Learning coordinators should be working cooperatively with other counselors at each EBCE campus. If the program activities are to continue beyond the initial funding period of the project, then the counselors are in the likely position among local personnel to carry on EBCE activities.
10. More of the "success stories" which have been observed through the EBCE program should be shared with the advisory committee. After one meeting in which some current EBCE enrollees spoke briefly to the committee about their experiences in the program, several committee members commented as to how favorably these testimonials reflected on the program. More than any test scores, the best advocates of the EBCE project are the satisfied participants--their usefulness for promoting the program should not be overlooked.
11. Of the various publicity activities for the EBCE project, the one which most enrollees cite as informing them of the program is that of live presentations made at schools by the EBCE staff. Some thought should be given towards reaching the nonstudent population--such as dropouts, under-employed persons, and housewives trying to enter the world of work. This type of client cannot be reached through in-school presentations.
12. The follow-up survey is a good idea and should be repeated during the coming year.
13. The program objectives should be altered to reflect the facts that: (a) no systematic instruction in the academic areas is being delivered to EBCE participants; and (b) too few high school dropouts are involved, as participants or as comparison persons, to judge the effectiveness of the EBCE project for high school dropouts.
14. While a moot question at the time of this writing, the EBCE program should be funded for 1978-79.

APPENDIX A

EXPERIENCE BASED CAREER EDUCATION

LEARNING GUIDE

FOR:

Lee County Library

To be filled out for the Experience Site in general.

Name of Experience Site Lee County Library
Address 219 Madison, Tupelo, MS
Directions Corner of Madison (one block north of Main) and Jefferson (2 blocks east of Gloster)
Bus or other public transportation schedule Bus or other public transportation schedule
Parking Facilities West side of building Luncheon Facilities 1 hour- bring lunch or eat at nearby restaurant.
Primary Contact Person at Experience Site Mrs. Ann Wallace Phone 842-7791
Number of students site can take at one time 2 Special spacing desired by site (if any)
one professional/one nonprofessional
Special Restrictions of Experience Site (if any) None
Special programs or activities that students can participate in while at site (time, dimensions of training or program and prerequisites) Preschool Story Hour Thursday at 10:00 a.m.

General description of purpose or function of experience site:

The purpose of the Lee County Library is to serve all the people of Tupelo and Lee County by providing them with printed and audio-visual materials and programs to meet their educational, informational, and recreational needs.

Name and description of different sections or units of Experience Site (if any):

Name of Section	Description of purpose or function of section
Administration	Coordinate and supervise all aspects and services of the library.
Technical Processes	Order, check in and prepare materials for children
Public Service	Help the patron to meet his needs educationally, informationally and recreationally.
Circulation	Responsible for charging materials in and out.
Bookmobile	Take materials to rural areas, nursing homes, schools, in the county.

to be filled out on each Resource Person.

Resource Person's name Mrs. Ann Wallace Job title Assistant Director

Primary WTG(Name and Number) 12 - Interviewing, Information Giving & Related Work

Secondary or related WTGs(Name and Numbers) 16 - Information Gathering, Dispensing, Verifying

Name of person to contact to place student Mrs. Ann Wallace Phone 842-7791

Number of students this Resource Person can handle at one time (spacing requirements, if any)
one professional; one nonprofessional

Name of Section or Unit in which this Resource Person works _____

Specific time Resource Person expects student to be on site. From 8 a.m. To 5 p.m.

Smoking Regulations in this section of site Staff room

Dress code for this section of site Neat, business appearance

Special Restrictions None

Other comments None

Resource Person job description (in task statements):

PROFESSIONALS

Director

1. Coordinate all library services and programs
2. Prepare budget and approve all financial disbursements
3. Work with fund. agencies
4. Develop better and new library services

Assistant Director

1. Select and organize library materials in reference area
2. Select and organize library materials, both reference and circulating, print and non-print in area of agriculture, business, and industry
3. Plan and implement publicity concerning library services
4. Plan and implement Library Browser radio program
5. Work with clubs in planning programs
6. Serve as MLC Interlibrary Loan contact
7. Plan and implement special programs for adults
8. Other tasks as assigned by director

Technical Services Librarian

1. Original cataloging of materials
2. Supervise technical processes to ensure efficient operation
3. Work as assigned in reference
4. Assist with publicity, including radio programs
5. Supervise binding and weeding of library collection, including periodicals
6. Other tasks as assigned by Director

PROFESSIONALS

Children's Librarian

1. Select and organize library materials in children's and teenager's areas
2. Plan and implement publicity concerning children's library services and activities
3. Year-Round program planning for children which includes summer reading programs, pre-school story hours, after school movies for elementary age
4. Arrange for classes and groups to visit the library to learn of its use and services
5. Assist parents, teacher and others who work with children in selecting appropriate materials for personal use and to meet school and church curriculum needs
6. Responsible for special activities that will enrich learning and stimulate use of library materials. These special activities include exhibits, hobby shows, bulletin boards

Circulation Supervisor

1. Maintain borrowers records
2. Charge and discharge library materials
3. Maintain registration file
4. Order embossed library cards
5. Notify borrowers of overdue materials
6. Sort mail and check in periodicals
7. Help select new materials
8. Answer telephone
9. Notify patrons of reserve (request) material
10. Prepare monthly Lee-Itawamba Library System report of library services

Bookmobile Librarian

1. Select and organize library materials for bookmobile
2. Check books in and out on bookmobile
3. Prepare schedule for bookmobile route
4. Select books from headquarter's collection to fill patron's request

NONPROFESSIONAL

Children's Assistant

1. Plan and conduct programs for preschoolers, such as story hour and Jack and Jill Read-to-Me Program in the summer
2. Assist children's librarian in her tasks
3. Type publicity, brochures, letters, etc. for children's department

Reference Assistant

1. File catalog cards in card catalog
2. Assist public in using library
3. Plan and implement programs for handicapped
4. Plan and implement services for the Homebound
5. Work with Senior Citizens and agencies dealing with Senior Citizens, such as selecting films to be shown at Traceway Manor

Cataloger

1. Catalog materials for which cataloging information is available
2. Type shelf list
3. Keep records of number of materials processed
4. Prepare monthly report of materials processed for Director

NONPROFESSIONAL

Clerks

1. Type correspondence, reports, catalog cards, etc.
2. Filing
3. Prepare new books for circulation
4. Check books in and out

Secretary-Treasurer

1. Pay bills authorized by Director
2. Type correspondence
3. Open mail
4. Take mail to post office
5. Make payroll checks
6. Prepare monthly, quarterly, and yearly financial reports
7. Take minutes at Board of Trustees meetings

To be filled out on each Resource Person

WHAT MAY STUDENT OBSERVE WHILE PLACED IN THIS WORK SITUATION WITH THIS
RESOURCE PERSON

"✓" if RP
will evaluate

May observe all task statements within limitations

WHAT MAY STUDENT DO (HANDS ON) WITH NO PRE-REQUISITE SKILLS WHILE IN
THIS WORK SITUATION WITH THIS RESOURCE PERSON

"✓" if RP
will evaluate

All levels require ability to read (in order to alphabetize)
Most levels require typing

to be filled out on each Resource Person

WHAT MAY STUDENT DO WITH COMPETENCY (DESCRIBE THE BASIC SKILLS AND GIVE
COMPETENCY LEVEL NEEDED)

"✓" if RP
will evaluate

Reading skill at level to alphabetize
Typing skill at 40 wpm

SPECIAL KINDS OF POSSIBLE STUDENT INVOLVEMENT SUCH AS DISCUSSIONS,
DEMONSTRATIONS, AND TUTORING IN WHICH RESOURCE PERSON WILL PARTICIPATE

"✓" if RP
will evaluate

APPENDIX B

PUBLICITY ACTIVITIES

Northeast Mississippi, **Daily Journal**, Tupelo, Mississippi, Tuesday Morning, January 31, 1978

What's Happening!

Mail your announcement (maximum 16 words) to "What's Happening,"
Daily Journal, P.O. Box 999, Tupelo, MS 38801. The cost is only \$1 per day.

Itawamba Junior College Experience Based Career Education's Community Advisory Council will meet at 3 p.m., Tuesday, Jan. 31, IJC-Tupelo, Health Occupations Building. (f,s,m,t)

Singing Richey Family of Blanchard, Oklahoma will be at Verona Church of God of Prophecy, 7:30 p.m., Thursday, Nov. 2. Rev. Frank Smith invites public. (t,w,th)

The 40 & 8 will meet in Amory at Park Hotel, 7:00 p.m., Thursday, Feb. 2. Meeting changed from Okolona. (t,w,th)

ARE YOU LOOKING FOR SOMETHING DIFFERENT THIS WINTER?

EBCE is an opportunity to explore careers and secure work experience in several areas of interest. Over 300 community resource persons are cooperating in this program. Former participants felt better prepared to enter an educational program and to gain employment.

Experience Based Career Education
part-time or full-time, no cost open entry--open exit

Call

ITAWAMBA JUNIOR COLLEGE

Toll-Free Telephone Service

From:	TUPELO	FULTON
Chickasaw	1-842-7556	1-862-2814
Itawamba	1-842-7556	862-3101
Lee	842-5621	842-5542
Monroe	1-842-7556	1-862-2814
Pontotoc	1-842-7556	1-862-2814

Itawamba Junior College does not discriminate on the basis of sex, race, color, religion, or national origin.

IJC Career Dept. Offers Guidance

If you're a high school senior unsure about a career or a person of any age who is not satisfied with a present job situation, the department of career education at Itawamba Junior College offers free professional guidance in career planning.

A program in career education called, "Experience-Based Career Education," allows persons to choose over 100 jobs to explore and get "hand-on" experience in addition to access to over 300 professional people who function as resource persons to aid students in vocational exploration.

IJC guidance counselors will work within the time available to the student in arranging on-the-job exploration.

For information concerning career education, call IJC Fulton or Tupelo.

IJC Career Program Offers Students On-Job Experience

Directions

On The Younger Side



By DEBORAH COUNCE
Staff Writer

When Mike Williams graduated from high school, he thought he wanted to study nursing in college. Now, after working on the job with nurses at the Aberdeen-Monroe County Hospital, he's sure he's on the right track and plans to enter pre-nursing this fall.

Williams is a participant in the Itawamba Junior College Experience Based Career Education (EBCE) program, a course that offers individuals an opportunity to observe persons in different career situations on the job.

During his placement at the hospital, Williams was assigned to a nurses station and observed them as they carried out their daily routine. Nurse Sara Gardner explained.

The placement is an observation program rather than a work program, she said, although students are allowed to do some light tasks such as delivering messages and answering patient's calls once they are broken in.

"They see a nurse in action and see what they do," she said. Department personnel work out a schedule for the job explorer, assign him tasks and supervise his work. The hospital also has accepted EBCE participants in the medical laboratory, with the ambulance service and in the radiology department, Gardner said.

One of the things EBCE is trying to do is encourage participants like Williams to explore careers in which they are interested that are outside the traditional role for their sex, former director Don Hanratty said.

"The objective is to get people to explore careers, regardless of their sex," he said.

Enrollees in the program are not pushed into non-traditional careers in which they have no interest just to have them in non-traditional fields, Hanratty emphasized.

But if a man tells a counselor he is interested in health occupations, "and he doesn't want to be a doctor, and he doesn't want to be a nurse because

nurses are women," he will be encouraged to forget the stereotype of nurses as women and explore that field if he is interested in it, he said.

The EBCE program is not just for IJC students, but for anyone over 16 in the five-county IJC district, Hanratty said. Neither is it just for youngsters looking for a first career, he said.

"We've had people interested in a first career, in changing jobs, widows, retired servicemen — no particular clientele," he noted.

Program counselors encourage participants to explore more than one career, Hanratty said. The IJC personnel test and assess enrollees for interests and abilities, then arrange placements for them with resource persons in the community. After that, the arrangements are up to the program participant and the resource person, he said.

Northeast Mississippi, **Daily Journal**, Tupelo, Mississippi, Wednesday Morning, August 2, 1978



CHECKING HOMEWORK--Scott Beddingfield, a student at Itawamba Junior College, is assisting Mrs. Marcia Eaton in her fifth grade class at Fulton Grammer School. Through the Experienced Based Career Education program at IJC, he has decided that education is the field he plans to enter after graduating from college. He is also learning many of the skills necessary for teaching.

IJC's career program given credit class improvement

More students are now doing their homework in Marcia Eaton's fifth grade class at Fulton Grammer School.

Conduct has also improved, she says.

Mrs. Eaton credits an Itawamba Junior College student and the college's Experience Based Career Education (EBCE) program

for these improvements.

Sophomore Scott Beddingfield first began assisting Mrs. Eaton with her classes in January through the EBCE program in order to decide if teaching is the field he wants to enter.

Beddingfield, Aberdeen, who played center for the Indians, has decided that he does indeed want to make teaching his career. He will be assisting Mrs. Eaton four hours per week until the end of the semester.

"I think it (the EBCE program) would be good for everybody," he said.

"If you know what you want to do, it gives you an inside look at the field. If you don't know what you want to do, you can see what you like."

EBCE is a pilot program that is in its second year of operation. Its purposes are to:

- provide opportunities for career investigation.
- provide individual

curriculum to meet student needs

- provide the student with the opportunity to develop academic skills

- provide an opportunity for observation of and experience in non-traditional careers

- provide a program for the educationally disadvantaged student

Admission to the program is available throughout the year and continuing education units are awarded for every ten hours spent at a work site. These credits will not count toward graduation, but will appear on the student's transcript.

Elizabeth Newsom, learning coordinator for the EBCE program on the Fulton campus, has placed individuals in almost every field including areas such as forestry, accounting, automobile mechanics and journalism.

Response from students in the program has been extremely favorable. One said, "I think everyone, young or old,

that has not decided on a career or is thinking of changing their career should definitely check out EBCE."

Another said: "EBCE served as a stepping stone for me. After placement on my first site, I was referred by my Resource Person to a position I have always wanted to perform in."

At the same time, the response from individuals such as Mrs. Eaton, who act as resource persons, has also been good.

"I'm enjoying having Scott in my classroom," Mrs. Eaton said. "He has made a big impression on the students. 'There's one little boy who doesn't have a father. Anytime he can get around Scott he will.'"

"Just his being here has helped discipline. And some of the boys who hadn't been turning in their homework are now bringing it in every day."

Mrs. Eaton feels that Beddingfield has had such an impact on the boys in class because male instructors on the elementary level are rare.

Beddingfield's duties have been to assist in study hall, grade papers, show film strips, give the slower students extra help, and help keep order during recess.

"He is learning much of what a student teacher learns except on a smaller scale," Mrs. Newsom said.

In addition to his classroom duties, Beddingfield meets regularly with Mrs. Newsom to discuss any problems he might have.

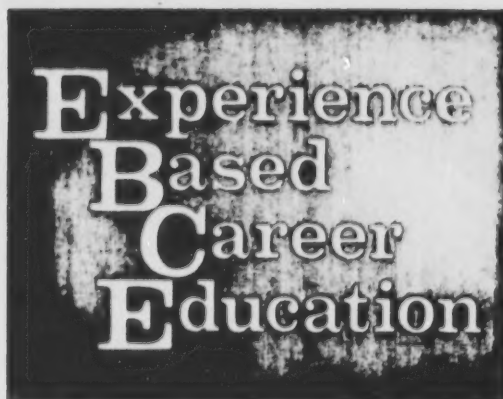
In addition, she and Mrs. Eaton show him how to prepare tests and lesson plans and provide him with outside reading materials.

Beddingfield, who at first planned to teach high school, said that his experience in an elementary classroom has changed his mind. He now plans to teach fourth or fifth graders. "I figure they are mature enough to know how to act in the class but not too old to think they know everything."

In summing up his experience in a non-traditional role through the Experienced Based Career Education program, Beddingfield said: "It's really showing what you'll be doing."

ITAWAMBA JUNIOR COLLEGE

presents



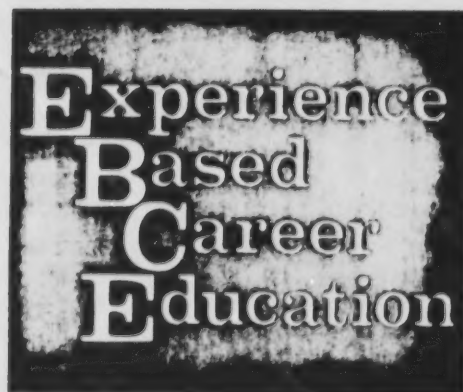
CAREER DECISIONS

- Tuition-free
- Open-entry, Open-exit
- Full-time, Part-time
- Flexible and individualized

Brochures distributed for the EBCE Project

ITAWAMBA JUNIOR COLLEGE

-Presents-



Summary of
Fiscal Year 1977

ANNUAL REPORT

Project No. 502 AH60059
Grant No. G04-76-03003
Exemplary Project in Vocational Education
Part D of Public Law 90-576

APPENDIX C

DISSEMINATION ACTIVITIES

159



State Fair Community College

Sedalia, Missouri 65301 Phone (816) 826-7100

John D. Wood
Coordinator

School Based Career Education Project

March 9, 1978

Dear Mr. Hanratty:

Your Mississippi State Department has given your career education program to us as a reference for new career education material. We are very much interested in finding out what kinds of materials you have developed. Please send us a list of free and/or salable materials that are currently available from your project.

We would also like to take this opportunity to let you know that we have at State Fair Community College, Sedalia, Missouri, in conjunction with the exemplary project in Vocational Education under Part D of Public Law 90-576, developed a large set of learning guides which are available for purchase on a non-profit basis. They are recognized by our state department and have been distributed in 48 states and three territories. Enclosed is a listing of those resource materials as well as an order form.

We will exchange materials as well as purchase and sell them and are interested in working out an exchange of materials between our projects, if mutually beneficial.

Please contact us if we can be of any assistance to you. Thank you.

Sincerely,

John D. Wood
Coordinator
School Based Career Education

JDW/nl
Enclosure

manatee junior college

WILSON F. WETZLER, PRESIDENT



April 24, 1978

Dr. Wm. H. Mattison, Director
Experience Based Career Education Project
Itawamba Junior College
653 Eason Blvd.
Tupelo, Mississippi 38801

Dear Dr. Mattison:

Greetings from Florida. We really did intend to communicate more often with you. In fact, had hoped that we could visit with you and have you visit with us.

We have been hearing of your excellent progress this year - from no other than Ellen Lyles. She was here two weeks ago and mentioned that you are now including high school students, adults and regular college students. She is very proud of your accomplishments.

I'm writing now to ask if it would be possible to get copies of your quarterly report describing your strategies of recruitment, especially of the adults and high school students. We need help! I'm interested in knowing what materials you are using to facilitate career development.

We are receiving some training from EBCE laboratories next week - the seminars will be held on our campus May 2, 3 and 4.

I wish we could get together for a day or two of sharing. I'm very pleased with some of the instructional materials we have found. Perhaps it could be to our mutual benefit - so we want you to know you are invited - the scenery is great - you'll come.

Sincerely,

Mary F. Green

MFG/111

Enclosures

Tupelo Luncheon Civitan Club

P.O. Box 661 / Tupelo, Mississippi 38801

January 23, 1978

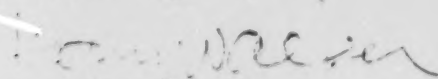
Ms. Linda Partlow
On-Site Analyst
Itawamba Junior College
Tupelo Campus
653 Eason Blvd.
Tupelo, Mississippi

Dear Ms. Partlow:

We certainly appreciate the program you presented to the Luncheon Civitan Club. It was certainly informative about the career advantages through IJC. We were not aware of these opportunities through your program.

Again, thank you for the program.

Kindest regards,



Gary Walker
President

GW/vh

162

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"Builders of Good Citizenship"

April 18, 1978

Ms. Linda Partlow
E.B.C.E.
Itawamba Jr. College
Tupelo Campus
653 Eason Blvd.
Tupelo, Mississippi 38801

Dear Ms. Partlow:

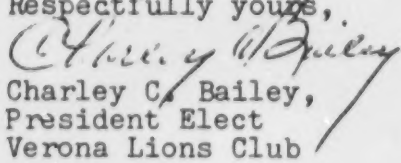
Your talk and slide presentation to the Verona Lions Club last night was very timely, appropriate and informative.

No program given to the Lions Club lately has brought more enthusiastic comments than your presentation at our meeting. Thanks to you for sharing your knowledge in the field of "Experienced Based Career Education".

It was generous of you to accept our invitation and devote your time in preparation of such an excellent analysis of E.B.C.E.

Thank you for providing for us a program that was outstanding in every respect.

Respectfully yours,


Charley C. Bailey,
President Elect
Verona Lions Club

CCB/mjd



On-site analyst discusses IJC and EBCE
to prospective student



Learning coordinator explains EBCE program
during IJC registration

APPENDIX D
COMMUNITY ADVISORY COUNCIL

MINUTES OF THE SECOND ANNUAL MEETING
OF THE
EXPERIENCE BASED CAREER EDUCATION
COMMUNITY ADVISORY COUNCIL

July 25, 1978

Present:

Don Fortune
Van Craft
Gene Roberts
Deborah Counce
Barry Wright
Sue Howell
Paula Kelly
Betty Walls
Jenny Cantrell
Ever Jean Burt

Guests:

Mac Allen Thomas
David Morse
Max Munn

Absent:

Danny Jumper
Cornelius Adams
Felix Black
Elizabeth Holcomb
Betty Wong

Staff:

Bill Mattison
Audrey McFarland
Linda Partlow
Elizabeth Newsom
Hope Murphy

The seventh meeting of the Experience Based Career Education Community Advisory Council was held in Room G-14 in the Health Occupations Building on the Itawamba Junior College Vocational-Technical campus in Tupelo on Tuesday, July 24, 1978 at 12:00 noon. This luncheon represented Experience Based Career Education's second annual meeting. There were ten members and two guests present; five members were absent.

After the invocation given by Mr. Don Fortune, Community Advisory Council member, lunch was served.

Following the luncheon, Ms. Linda Partlow called the meeting to order and welcomed the new members. The new members are Mrs. Betty Walls with the Mississippi Employment Service and Mrs. Sue Howell of Okolona, Director of the East Chickasaw County Department of Welfare. Ms. Partlow informed the council that Ms. Susan Bartlett of the Natchez Trace had been transferred. Mr. Mac Allen Thomas, Assistant Director of the Itawamba Junior College Tupelo campus, Mr. Max Munn, Director of Itawamba Junior College Student Services, and Dr. David

Morse, Third Party Evaluator, Mississippi State, were recognized. Ms. Partlow introduced Dr. Bill Mattison, Director of the Experience Based Career Education at Itawamba Junior College.

Dr. Mattison told the council that the Experience Based Career Education staff is in the process of completing student follow-up surveys. He reported they had one hundred forty-one students to follow-up, and the ratio is running about sixty percent. Dr. Mattison reported that the staff recently visited the Memphis Experience Based Career Education program. The staff has also been recruiting for Itawamba Junior College as well as Experience Based Career Education.

Dr. Mattison passed out a map of the college district and explained that Experience Based Career Education will have three satellite campuses in September as well as the two college campuses. He explained that they would only be working with seniors. Dr. Mattison also passed out copies of a letter from the Health, Education, and Welfare Department concerning the Experience Based Career Education staff's third quarterly report. He told the council that in the coming year, the program will have more sex-bias and non-traditional workshops.

Ms. Partlow thanked Dr. Mattison and turned the floor over to Mr. Max Munn.

Mr. Munn told the council he is always glad to say things about Itawamba Junior College. He explained that the Student Development Center consists of three programs: Experience Based Career Education, Mississippi Appalachian Manpower Consortium, and Student Services. The programs work together as one big team. Mr. Munn reported that the staff visits the high schools in five counties, civic clubs, and had a booth in the Downtown Mall. He said they would have contact with fifteen hundred students in the next week. Letters have been sent out. Mr. Munn also spoke of utilization of the newspapers and radio media.

Ms. Partlow told the council that a copy of the additional sites had been passed around to them. She explained that many students this summer have chosen sites to explore that we have already recruited.

Ms. Partlow reported that Title IX concerning sex discrimination went into effect July 21, 1978. She showed a short film to the council entitled "Fable of He and She." This film challenges stereotyped and sexist thinking and celebrates the joys of individual expression.

After the film, Ms. Partlow asked the council members if they had any other business or any questions. She also reminded them to pick up an expense voucher at the head table if they wanted to. Tentative plans were made for the next Community Advisory Council meeting to be held in October. The meeting was adjourned at 1:20 p.m.

Respectfully submitted,

Linda Partlow

Linda Partlow
EBCE On-site Analyst

hm

APPENDIX E

OTHER ACTIVITIES

169

OFFICE OF THE
PRINCIPAL



PHONE
256-2425

March 30, 1978

Vocational-Technical Education Center
653 Eason Boulevard
Tupelo, MS 38801

To Whom It May Concern:

Hatley School is privileged to have been a part of the Experienced Based Career Education Project this year. We feel that our participants have gained much insight through experience in their chosen careers, much of which they would not have been able to experience otherwise.

We would like to commend Mrs. Coggin for the interest and concern shown to our students in conducting the program.

It is our understanding that this program is the first of its kind to be established. Therefore, we want to commend Dr. Mattison for his splendid leadership to make EBCB a success.

We are looking forward to participating in the program next year.

Sincerely,

Mr. Jimmy Parham, Counselor

JP/rd

HAMILTON SCHOOL

HAMILTON, MISSISSIPPI 39746

PHONE 343-8307

JIMMY DAHLEM, Principal

BOBBY HOWELL, Elementary Principal

March 29, 1978

Mr. William Mattison
Itawamba Junior College
Vocational - Technical Center
Tupelo, Mississippi 38801

Mr. Mattison:

I would like to take this opportunity to thank you for allowing Hamilton School to take part in the EBCE program through I. J. C. This program has been of great benefit to the students of Hamilton. Not only has it acquainted them with the world of work, but it has also provided them with the opportunity for on-the-job training. Seniors were more involved in the program than any other group, but materials were placed in the library called the career education corner. Many students other than those directly involved in the program benefitted from the material and commented on it's value in other classes. We certainly hope you will see fit to extend this program to Hamilton for the 1978-79 school year. I feel the first year of any program is the test, and the EBCE program has surely passed the test.

There are many factors contributing to the success of the program, but the main factor was Mrs. Newsom. She has shown an interest in the students and proven to them that she wants to help them. Mrs. Newsome has devoted a great deal of time to placing the students and helping them get acquainted with the type of work that meets their interest.

A great effort has been made to get as many students as possible involved in the program. We now have students working in Aberdeen and Hamilton. The employers in Aberdeen include: Aberdeen - Monroe County Hospital, Aberdeen News Herald, and Aberdeen Chamber of Commerce. Hamilton employers include: Winders Auto Parts, Pace Machine Shop, Kerr-McGee Chemical Corporation, Hamilton School, and Willene's Beauty Shop. Also guest speakers from Northeast Mississippi Medical Center were on campus to talk to students interested in medicine. Field trips were set up to acquaint students with the I. J. C. campus at Fulton and the Vocational Technical Center at Tupelo. A sex bias workshop was conducted to make the students aware of the non-traditional roles of society today.

In conclusion, let me say that I feel the Experience Based Career Education program has been very helpful to the students, and I hope we will be able to participate in the program next year.

Respectfully,

Jimmy Dahlem
Jimmy Dahlem

Okolona High School

Okolona, Mississippi 38860

March 30, 1978

To Whom it may Concern:

The Okolona School Community Relations have improved through the services of the EBCE Program.

From observations and comments made by the Seniors, we feel that they have gained growth in terms of Career Maturity, Academic skill development, higher job values, a better understanding of how to make effective self-evaluation, and assess their capabilities.

The job interivews and On the job experiences will serve as an indicator to the Senior in decision making, such as:

- (1). Is this what I want?
- (2). Do I want indoor or outdoor work?
- (3). Is this job sex biased?
- (4). Is this job really what I expected?
- (5). Can I live with the salary? and
- (6). Will there be promotions?

Some evaluation statements, made by the Seniors, of EBCE are:

"Since I've had this Orientation Course and day on the job, I've changed my mind about my career."

other said, "Now I know this is what I will be happy doing for the rest of my life."

Sincerely yours,

Mrs. Georgianna Thompson
Mrs. Georgianna Thompson,
Counselor

Okolona High School

Okolona, Mississippi 38860

March 28, 1978

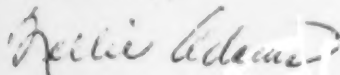
Mr. William H. Mattison
Itawamba Junior College
Eason Boulevard
Tupelo, Mississippi

Dear Mr. Mattison,

The students at Okolona High School who participated in the Experience Based Career Education Program are very pleased they were given the opportunity to do so. This is a unique program offering the type of practical experience that is not only beneficial to each student but which gained an immediate and favorable response which should not be overlooked. Such a response, used to its best advantage, could end many of the student's career selection problems.

Student observers were so impressed with the EBCE Program they are requesting the same type of information and work experiences. For that reason and because it is an excellent program, please consider working with our present junior class (seniors for '78-'79), for the next school year.

Sincerely,



Nellie M. Adams
Principal

nm



Physical Therapist
North Miss. Medical Center

Some EBCE Students
on site



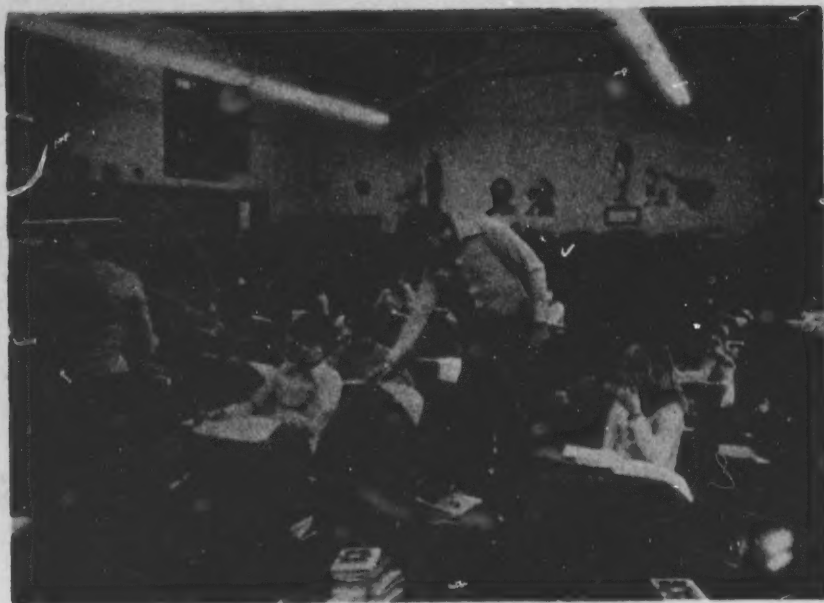
Beautician
Modern Beauty Shop



Elementary Teacher
Amory Elementary School



Physical Education Teacher
Hamilton High School



Elementary Teacher
Fulton Grammar School



Secretary
Amory Mayor's Office

STAFF WORKSHOP

LIFT, INC. YOUTH PROGRAM

Date: February 24, 1978

Time: 9:00 a.m. to 11:30 a.m.

Place: Itawamba Junior College Tupelo Campus

Consultants:

Dr. Bill Mattison
EBCE Director

Ms. Bettye Coggin
EBCE Learning Coordinator

Ms. Audrey McFarland
EBCE Learning Coordinator

Ms. Linda Partlow
EBCE On-site Analyst

Mr. Mike Price
M.A.M.C. Career Ed. Counselor

Ms. Margaret Mason
Learning Resource Center Director

AGENDA

9:00-9:10	Introductions
9:15-9:45	Career Opportunities- Mr. Mike Price, M.A.M.C. Career Counselor
9:45-10:15	Interviewing Techniques- Ms. Bettye Coggin, Experience Based Career Education Learning Coordinator
10:15-10:45	Sex-bias and Stereotyping Sessions- Ms. Linda Partlow, Experience Based Career On-site Analyst
10:45-10:55	Questions- Dr. Bill Mattison, Experience Based Career Education Director
10:55-11:10	Tour of Learning Resource Center- Ms. Margaret Mason, LRC Director
11:15-11:30	Tour of Itawamba Junior College Career Development Center

Workshop for EBCE Auxiliary Students

EBCE Workshop Data Concerning IJC Summer Program for Economically Disadvantaged Youth (S.P.E.D.Y.)

Workshop Hours and Dates

June 5, 1978
June
June
June
June
July 14, 1978

TOTAL

Activities of Workshop

Sex-Bias and Career Decision Making

Goals of Workshop

To help students be better prepared for Career Decision-Making.
To make students aware of sex bias and stereotyping in careers for men and women.
To make students more aware of career interests, value and abilities.
To make students aware of several things to consider about jobs.

Evaluation of EBCE Workshop by students participating in SPEDY Program

On the last day of the six weeks S.P.E.D.Y. Program, students were asked to complete an Evaluation Form concerning all aspects of the activities they had engaged in during their enrollment, and the program itself.

Four questions of special interest to the EBCE staff (and the responses) are:

1. Would you recommend this program to other students?
Yes 95% No 5%
2. Are you better prepared to make career plans?
Yes 91% No 9%
3. Are you more aware of sex bias in careers for men and women?
Yes 87% No 13%
4. Are you more aware of your career interests, values and abilities?
Yes 84% 16%

Characteristics of students in the S.P.E.D.Y. Program

190 Students in the program at the beginning.

189 Students completed the program.

It should be noted that there is an overlap of students entering and leaving the program: therefore, not all respondents had taken part in the EBCE workshop, which was held during the first week of the program.

<u>Males</u>	<u>Females</u>	<u>14-15 year olds</u>	<u>16-17</u>	<u>18 yr. olds</u>	<u>19-21</u>
86	122	109	82	7	10
Black	<u>159</u>	White	<u>49</u>		

Purpose of the S.P.E.D.Y. Program

The purpose of the S.P.E.D.Y. Program was to introduce high-schools' students (and/or dropouts) to the world of work by offering a hands-on approach to occupational orientation in the skill areas offered by Itawamba Junior College.

Students were given a list of 20 vocational areas from which they rank-ordered the 12 areas they most wanted to explore. They then spent two days in each of their chosen area, plus one hour in related instruction in reading and math daily, on a need basis.

During the first week of the program the students were scheduled into the EBCE workshop and to an Employment Orientation workshop staffed by an Employment Service employee.

APPENDIX F

EBCE SUCCESS STORIES

White, Female Age 42
Divorced, High School Graduate,
Mother, Financial Handicapped

This enrollee was introduced to Experience Based Career Education by one of our area high school principals. Due to many past experiences in the field of health care; the segment of physical therapy was questioned for investigation. After an intense involvement with many orientation activities; an appointment was set for the student and the therapist to meet for an interview. A great deal of constructive thinking was present at this meeting, because this is the time the participant found out that her chances were very slim in succeeding in the field of physical therapy at the age of forty-two. Advice was given to student to revamp her career goals to a career more tangible for her age.

The field of Nursing was explored in lieu of physical therapy; and upon her exit from the program, was called back for a job in the area of nursing.

This enrollee is presently employed at the North Mississippi Medical Center; due to her participation in the Experience Based Career Education program. She has been promoted twice and is also taking courses here at the Vocational Center to better reach her career goals.

White, Male, Age 40
Graduate
Financial and Social Disadvantaged

This enrollee was contacted by a staff member from Itawamba Junior College Vocational-Technical about participating in our experience Based Career Education Program. Upon entrance into the program, he had decided on the field of teaching as an area to explore. However, the area of special education tempted him more than any other field of teaching.

Being a special person himself, with paralysis in his lower right leg, this enrollee exemplified courage, love, understanding, and most of all good worth and deeds to others.

Orientation exercises were conducted throughout the student stay in the Experience Based Career Education program. Many activities on the Remedial Aspects were presented to student also. Contacts were made with Regional Rehabilitation, and the University of Mississippi branch here on campus to better equip him for his future goals.

Female

Black

Age: 21 yrs.

Adult Basic Education (Non-High School Completion)

Educationally Disadvantaged

This enrollee came into the Experience-Based Career Education program as an adult basic education student. She participated in testing and orientation with a group starting in September 1977. She was helped to gain more education development in order to complete the G.E.D. successfully. She was also given additional activities to develop employability skills, particularly in typing.

For her first placement, she chose the reception desk at Holiday Inn of Tupelo. She was initially placed there for the month of October but extended it through November. She went five days a week for two months. She completed career activities related with her site exploration.

Her site visits and evaluation report from the resource person revealed she worked hard, showed promise in this vocation and grew in the exploration phase of her EBCE experience. She was not placed on-site again, at her request, until after the Christmas holidays. The switchboard at the North Mississippi Medical Center was a site worked up for her. However, after the appointment for the initial placement she advised the learning coordinator that she had to exit the program to earn money at a full time job. The learning coordinator worked with the student and the Mississippi Employment Security Commission to help the student find full-time work.

The Holiday Inn called the learning coordinator during the second semester and asked that the enrollee be notified of their desire to have her submit an application for employment. The learning coordinator followed up on this and the enrollee did go for an interview and submitted an application. She is hoping that she will get employment here on the reception desk.

Black
Male
Twenty-One Years of Age
Non-School
Economically Disadvantaged

This enrollee entered the Experienced-Based Career Education as a non-school participant. He was made aware of the program through advertising in the local media. He participated in orientation and career activities with a small group. He was given value clarification, sex stereotyping, conflict resolution, and employability skill activities during this time. He was also introduced to the Itawamba Junior College Tupelo Campus with particular emphasis given to the accessibility of the career corner of the Learning Resource Center. He was encouraged to use the career corner weekly. He did this, doing research into careers every Friday. He was interested in clerical type work and chose as his first site the shipping/receiving department of McRae's Department Store. He was given an initial interview with the manager of the shipping/receiving department. However, the store manager asked that the enrollee wait until after Christmas to start his exploration. He chose to wait this period rather than being placed at another site. However, this site after Christmas was not ready as soon as we wished so we placed him in the shipping/receiving department at another department store, Black's Department Store of Tupelo.

He explored at Black's for over two months, full-time. The store manager, resource person, and other personnel were very complimentary about him and liked his exploring this career at their site. Since the students receive no funds, the people at Black's asked the learning coordinator if they might give the enrollee a gift to show their regard for him. They had found him most cooperative, conscientious, and helpful to them. They gave him a complete suit of clothes. The owner and manager of the store, in hearing of the enrollee's interest in pursuing a career in shipping/receiving made contacts for him to interview for a full-time job in shipping/receiving at a furniture manufacturer. However, due to lack of transportation, he was unable to take the job.

He chose as his second site, the Display-Advertising department of the Daily Journal, a newspaper. He explored there for six and a half weeks. He did very well and received the employees and employers high regard for his interest and conscientiousness. Feeling his major interest was still in shipping/receiving the enrollee asked to go to an industry rather than a business in the shipping/receiving department. He chose as his next site the Mississippi Paper Company. All site visits and counseling sessions revealed that he was doing well, liking the exploration, and having a good experience at this site. After exploring there for a month, he completed his desire for site exploration. He made the decision that he definitely wanted to seek clerical work in a shipping/receiving department. He therefore completed his Experience-Based Career Education experience with post testing and contacts with the Mississippi State Employment Security Commission. The learning coordinator made the initial contact for the enrollee, introduced him to the counselor, made arrangements for an appointment and wrote a letter stating the experience he had during his EBCE program.

The enrollee participated in many activities to implement his exploration. He took advantage of the career corner of the Learning Resource Center. We feel the Experience-Based Career Education program proved to be profitable for him and will help him in seeking the career he wished to pursue.

APPENDIX G

EBCE FOLLOW-UP SURVEY



VOCATIONAL - TECHNICAL EDUCATION CENTER

EXPERIENCE BASED CAREER EDUCATION

883 Eason Boulevard
Tupelo, Mississippi 38801



Dear

We are interested in you and the progress you are making. For example, where are you located? What type of work are you doing? How do you feel about your school training? Have you continued your formal education?

Your assistance is needed in providing information in planning and evaluating the Experience Based Career Education program at Itawamba Junior College. We would very much appreciate your taking a few minutes to fill out and return the enclosed survey and return it by June 8 in the enclosed self-addressed stamped envelope. Your response will be kept confidential.

The information of your experiences will help us improve our program.

We invite you to visit us. Let us know if we can be of service at any time.

May we again say thanks, and best wishes.

Sincerely,

Learning Coordinator
Experience Based Career Education

hm

CONFIDENTIAL
EXPERIENCE BASED CAREER EDUCATION
FOLLOW UP SURVEY

NAME _____
Last First

ADDRESS _____
Number Street City State Zip

1. What are you doing at the present time?

(Please check appropriate items.)

- _____ Working for pay at a full time or part time job
_____ Taking vocational or technical courses at a school or college (for example vocational, trade, business, or other career training school)
_____ Taking academic courses at a two or four year college
_____ On duty in the Armed Forces (or service academy)
_____ Temporary lay-off from work, looking for work, or waiting to report to work
_____ Other (Please describe) _____

2. If you are currently employed please list your position and the name and address of your employer.

3. If you are attending school or college please list your major.

_____ Name of school _____

4. What kind of work will you be doing ten years from now? (Check one that comes closest to what you expect to be doing.)

- _____ CLERICAL such as bank teller, bookkeeper, secretary, typist, receptionist, ticket agent
_____ CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
_____ FARMER, FARM MANAGER
_____ HOMEWORKER
_____ LABORER such as construction worker, car washer, sanitary worker, farm laborer
_____ MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
_____ MILITARY such as career officer or enlisted person
_____ OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant
_____ PROFESSIONAL such as clergy, dentist, physician, accountant, lawyer, scientist, college teacher
_____ PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, firefighter
_____ PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
_____ SALES such as sales clerk, fashion merchandiser, cashier
_____ SALES such as sales representative, insurance agent, car dealer
_____ SCHOOL TEACHER such as secondary or college
_____ SERVICES such as flight attendant, child care worker, telephone operator, beautician
_____ SERVICES such as janitor, barber
_____ TECHNICAL such as drafter, medical or dental technician, computer programmer, surveyor, electronics technician
_____ OTHER (Please specify if not listed above)

Follow-up Survey

(Continued)

5. Please rate your Experience Based Career Education experience.

_____ Excellent _____ Average _____ Unsatisfactory
_____ Good _____ Poor

6. Please rate the services provided by the Experience Based Career Program (A) Very Helpful, (B) Helpful, (C) Little or No Help, (D) Did Not Use Service, (E) Student felt no need for it.

- _____ On site exploration (job placement)
- _____ Job seeking skill training (application preparation, resume development and interviewing)
- _____ Self awareness programs (values)
- _____ Sex stereotyping programs
- _____ Career Resource Center (library)
- _____ Referral Service (occupational testing, placement, and financial aid)

7. Please indicate how helpful the Experience Based Career Education Project was to you in the following areas: A-Very Helpful, B-Helpful, C-Little or No Help

- _____ Identifying your career interest
- _____ Identifying your personal values
- _____ Exploring career of interest to you
- _____ Improving your classroom performance
- _____ Improving job seeking skills
- _____ Improving your work habits
- _____ Increasing your awareness of non-traditional careers
- _____ Improving your ability to get along better on the job

8. From what source did you learn about the local Experience Based Career Education program? (Please check all appropriate items.)

- _____ Local media (Radio, television, newspapers)
- _____ School counselor
- _____ Other Experience Based Career Education students
- _____ Presentation made by an Experience Based Career Education staff member
- _____ Public Agency (Employment Service, Welfare Department, LIFT, Inc)
- _____ Other (Please Specify)

Please write in the space below one thing that if changed for the better, would improve our EBCE program.

"Thank you for your cooperation."

For additional information, please call 1-842-7556.

APPENDIX H

ENROLLMENT STATISTICAL DATA

FY 78

EBCE ENROLLMENT CAMPUSES FISCAL 1978 9-13-77 to 9-14-78

CAMPUS	STUDENT CLASSIFICATION			
	Post-Sec. '	Sp. Ed.	ABE, Non/Sch.	Sec.
IJC Tupelo	92	8	35	0
IJC Fulton	20	0	7	0
Hatley	0	0	0	32
Hamilton	0	0	0	28
Okolona	0	0	0	48
TOTALS	112	8	42	108

FISCAL 1978 NON-EBCE AUXILIARY RECIPIENTS OF EBCE WORKSHOPS

Fiscal 78 1st Qtr.		Fiscal 78 2nd Qtr.		Fiscal 78 3rd Qtr.		Fiscal 78 4th Qtr.		Sept. 14, '77	Sept. 13, '78
No.	% of Fy 1978	No.	% of Fy. 1978	No.	% of Fy. 1978	No.	% of Fy '78	Total No.	Total %
103	10.6%	296	29.7%	592	59.7%	20	1%	1010	100%

FISCAL 1978 EBCE ENROLLMENT BY QUARTERS Sept. 13, 1977 to Sept. 14, 1978

QUARTER	NO. OF ENROLLEES	COMPLETIONS
1st Quarter	190	0
2nd Quarter	188	92
3rd Quarter	178	155
4th Quarter	23	6
TOTAL NET	270	253

*Enrollment not counted in FY 78 after August 11, 1978.
 (17 Carry-Over)
 to FY 75

176

ENROLLMENT (EBCE) SEPT. 13, 1977 to Sept. 14, 1978

Classification	No.	% of Total
Post-Secondary, Cooperative Vocational, Academic	112	45.3 %
Secondary	108	44.7 %
Adult Basic Education, Non-School	42	8.5 %
Post-secondary Special Ed.	08	3.5 %
TOTAL	270	100.0%

ENROLLMENT (EBCE) SEPT. 13, 1977 to SEPT. 14, 1978

Classification						
	Sp/Ed	Non/Sch	ABE	P/S	SECOND.	TOTALS
Learning Coordinator I	08	12	02	74	32	128
Learning Coordinator II	0	16	05	18	48	87
Learning Coordinator III	0	7	0	20	28	55
TOTAL	08	35	07	112	108	270

Completions	P/S, Adult Non/School	Secondary Exploratory
	151	53

ENROLLMENT REPORT EBCE COMPLETIONS
Fiscal 1978 (Sept. 13, 1977 - Sept. 14, 1978)

Post-Sec.	Post/Sec. Sp/Ed	Non/Sch.	ABE	SECONDARY		
				Exploratory 2 or more sites	Coop. 1 Site	Preparatory Orientation
112	08	24	7	53	31	24

Appendix

FISCAL YEAR 1978 EBCE ENROLLMENT

Sex:

		Percent
Male	108	40%
Female	162	60%
Total	270	100%

Race:

		Percent
Black	81	30%
White	189	70%
Total	270	100%

Education:

High School Graduate	112
In High School	108
School Dropout, Non-School ABE, Special	50
Total	270

Age:

	Number	Percent
15 =	1	1 %
16 - 18 =	162	60 %
19 - 21 =	37	14 %
Over 21 =	70	25 %
Total	270	100 %

APPENDIX I

STAFF DEVELOPMENT

SECOND ANNUAL
EBCE NATIONAL NETWORK CONFERENCE

Additions/Corrections to
PARTICIPANT LIST
(Pre-Registered)

Gwendolyn J. Adkins
EBCE Resource Analyst
Pioneer CESA
Box 548
Cleveland, GA 30501
(404) 865-2141

Dorothy Alexander
Career Educ. Coordinator
Kentucky Department of Educ.
1930 Capital Plaza Tower
Frankfort, KY 40601
(502) 564-4774

Ralph Baker
Far West Laboratory for
Educ. Research & Develop.
1855 Folsom Street
San Francisco, CA 94107
(415) 565-3130

Robert Baker
Teacher
Spotswood High School
Summerhill Road
Spotswood, NJ 08884
(201) 251-6800

Onyinfo Barclay, Jr.
Teacher Coordinator
D.C. EBCE Center
Payne School
15th & C Streets, S.E.
Washington, D.C. 20003
(202) 724-4553

Dr. Louis Bashaw
Evaluator
University of Georgia
108 Fain Hall UGA
Athens, GA 30602
(404) 542-5230

Asa Beehler
Para Administrator of
Career Educ. Dept.
Kodiak Island
Borough Sch. District
Box 886
Kodiak, AK 99615
(907) 486-3131 x 271

Jim Bergene
Assist. Superintendent for
Secondary Education
Great Falls Public Schools
P.O. Box 2428
Great Falls, MT 59403
(406) 791-2196

Kenneth G. Best
Coord. of Career Education
Wichita Public Schools USD #259
640 N. Emporia
Wichita, KS 67214
(316) 268-7845

Robert Blum
Career Educ. Coordinator
Jefferson County Public Sch.
1209 Quail Street
Jefferson City, CO 80215
(303) 231-2369

Roy A. Brown
Assistant Superintendent
Central Office
Washington School District
78 W. Maiden
Washington, PA 15301
(412) 222-7920

Clayton D. Carlson
Part D Project Director
Watertown Public School
120 third Street, S.W.
Watertown, SD 57201
(605) 886-3977

Carol Sue Chandler
EBCE Program Coordinator
Pioneer CESA
Box 548
Cleveland, GA 30528
(404) 865-2141

Robert B. Chappell
Program Director
Calumet School
8121 S. May Street
Chicago, IL 60620
(312) 783-2578

Bettye Hill Coggin
Learning Coordinator
Itawamba Junior College
653 Eason Boulevard
Tupelo, MS 38801
(601) 842-5621 x 63

Louis Cononelos
Project Director
Salt Lake City School Dist.
H. J. H. High
2166 S 1700 E
Salt Lake City, UT 84106
(801) 484-1183

Sue C. Cook
Coordinator of Training &
Technical Assistance
N.W. Regional Educ. Lab.
710 S.W. Second Avenue
Portland, OR 97204
(503) 248-6880

Evelyn Dearman
Sr. Research Consultant
College of Education
University of Nevada
Reno, Nev. 89507
(902) 784-4921

Joseph Durant
Information Systems Manager
General Electric Re-Entry
Environmental Systems Div.
3198 Chestnut Street-5871
Philadelphia, PA 19101
(215) 823-3122

Marion S. Erath
CLETE Project Director
High Point Public Schools
P.O. Box 789
High Point, N.C. 27261
(919) 887-3712

Warren Featherstone
School Principal
Tates Creek High School
1310 Centre Parkway
Lexington, KY 40502
(602) 292-1512

State of Mississippi
DEPARTMENT OF EDUCATION
C. E. HOLLADAY, SUPERINTENDENT



DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION

J. W. LEWIS, DIRECTOR
P. O. Box 771
JACKSON, MISS. 39208

May 31, 1978

TO: Selected Participants of the Summer Institute - *LINDA PARTLOW*
FROM: Jidy McLarty, Program Officer for Sex Equity

I am pleased to inform you that the State Advisory Committee on Sex Equity has selected you to participate in the Sex Equity Summer Institute.

The institute will be held June 11-16, 1978 at Carrier Lodge on the MUW campus. Lodging will be provided at the Holiday Inn in Columbus. Reservations have been made in your name at the Holiday Inn.

Registration will be held from 5:00-6:00 p.m. on June 11 at the Holiday Inn. At the time you register, I would ask that you be prepared to pay a \$25 registration fee. The registration fee and other expenses incurred will be reimbursed in our usual manner.

If for some reason you find that you are unable to attend the institute, please advise me immediately. If such event should occur, I would need to notify an alternate at once.

I shall look forward to working with you the week of June 11. If you have further questions, please feel free to call our office (354-6980).

jlm

venice campus
of
manatee junior college



March 27, 1978

Mr. Bill Mattison
Itawamba Junior College
653 Eason Boulevard
Tupelo, Mississippi 38801

Dear Mr. Mattison:

The March 6th and 7th follow-up workshop conducted at Itawamba Junior College can be evaluated as a successful activity both from a product and process standpoint.

The product goals for the two day session called for the development of an instrument, cover letter, alert card and survey schedule that the staff agreed would provide a valid evaluation of their project. This was not to be a program created by an outside specialist, but rather a survey structured to meet project needs.

The completion of the draft survey letters and cards indicated that the product goals had been achieved.

The process goals were related to developing an attitude among the staff that they could conduct a valid student follow-up survey. To achieve this goal the sessions were structured on a cookbook format in which correct survey procedures were outlined and explained. In some areas pro and cons for a given approach were discussed before a given procedure was accepted. This approach not only identified steps, but gave the participants a strong rationale for the utilization of particular procedures.

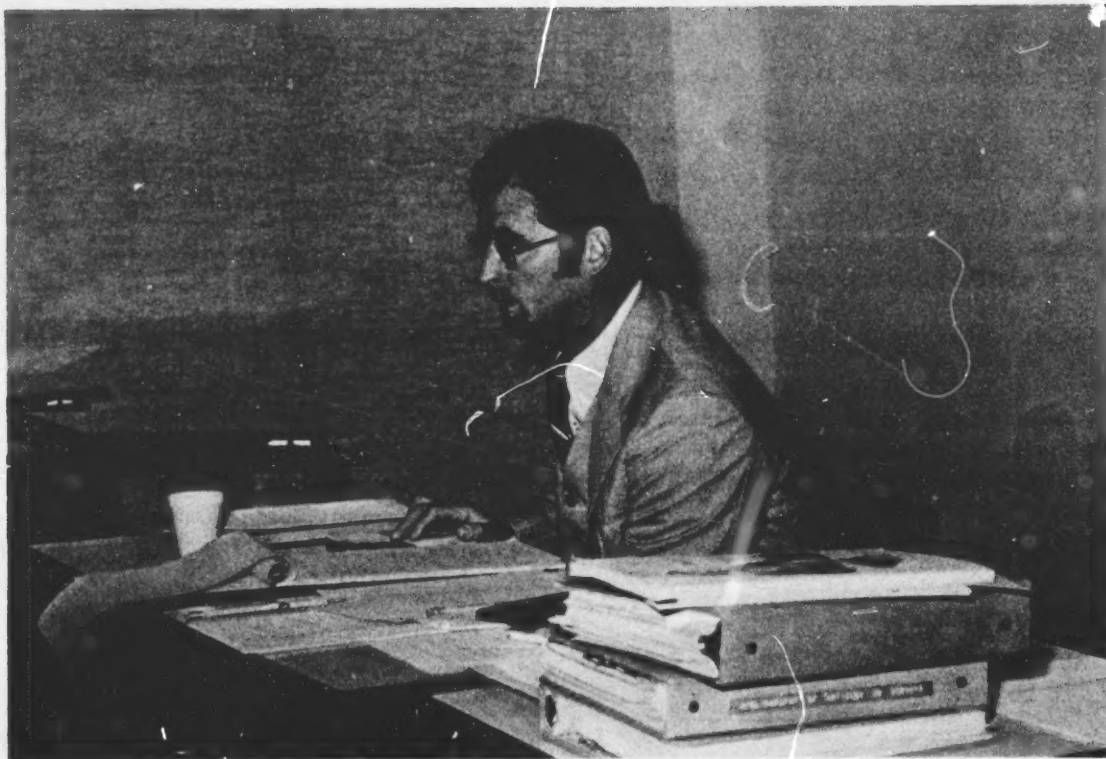
By the end of the session the participants had a outline of the total effort and expressed confidence that they as a team could carry out the project.

Based on the products that resulted from the sessions and the positive attitudes of the participants I would give the activity a favorable evaluation.

Sincerely,

Dr. Jack R. Dale, Director
Venice Branch Campus

JRD/cv



Dr. Jack Dale, Consultant for the Itawamba
Junior College Experience Based Career Education
Follow-Up Workshops

Designing Success Strategies

William Glasser's

A telecourse designed to provide in-service training for classroom teachers K-12, administrators and counselors as they develop new means of positive interaction with students. Offered by the Appalachian Educational Satellite Program, the "Designing Success Strategies" course will be conducted on Thursday evenings from January 26 through April 27, 1978.

Through a combination of video programs; live televised seminars and supplementary materials and activities, this course examines Dr. William Glasser's approach to education with an emphasis on techniques for motivating students toward self-responsibility and success as learners. It is also expected that the joint student-teacher activities suggested will enhance teacher-student relations. The central theme of the course is directed toward developing in teachers the skills necessary to help students gain inner strength needed to strive for success in school. Strategies presented include a three-step approach to student motivation, an eight-step approach toward encouraging student self-responsibility, and a ten-step approach toward dealing positively with school discipline problems.

The videotapes for the course were produced by Media Five and Associates, and include videotapes from Glasser's "Designing Success Strategies," "Options in Education," and "Values in Education." In the programs, Dr. Glasser and other educators who have been putting his ideas into practice explain the importance of a classroom environment which emphasizes student-teacher involvement, relevant curriculum and enhancement of successful student and teacher identities. Each of the fifteen videotapes is augmented by ancillary materials which provide individualized pre-program and follow-up activities as well as activities to be completed during class sessions. The ancillary packets also contain materials that course participants may apply in their classrooms.

Dr. Glasser's goal is to help every teacher and student to tap his/her positive potential by giving practical, concrete advice. In the course, teachers will try this advice, evaluate their field experiences, share their results with each other and formulate success strategies for their own individual situations. The flexible and personalized nature of the course will model the principles it is based on. Classes will provide different groupings and focus on improvement of communication skills, as well as sharing of success strategies.

The following course materials may be purchased during the first session of the course on January 26:

- Glasser, William. *Schools Without Failure*. Harper and Row, New York, 1971. The cost is \$1.95.
- Ancillary Materials for "Designing Success Strategies," adapted by the Appalachian Education Satellite Program's Resource Coordinating Center, 1977. The cost is \$5.00.
- Kohl, Herbert. *The Open Classroom*. Random House, New York. The cost is \$1.65.
- Wiggenton, Eliot. *Moments*. I.D.E. A. S. Washington, D.C. The cost is \$3.00.

This spring semester course will be conducted on Thursday evenings from January 26-April 27. Credit arrangements have been made with selected colleges in your area or through the University of Kentucky.

This course is being conducted by the Appalachian Regional Commission's Appalachian Education Satellite Program. The video programs were acquired through Media Five Film Distributors; ancillary materials have been adapted for AESP use by the AESP Resource Coordinating Center. Primary funding was provided by a grant from the National Institute of Education.

For more information, contact:



Characteristics of students in the S.P.E.D.Y. Program

190 Students in the program at the beginning.

189 Students completed the program.

It should be noted that there is an overlap of students entering and leaving the program: therefore, not all respondents had taken part in the EBCE workshop, which was held during the first week of the program.

<u>Males</u>	<u>Females</u>	<u>14-15 year olds</u>	<u>16-17</u>	<u>18 yr. olds</u>	<u>19-21</u>
86	122	109	82	7	10
Black	<u>159</u>	White	<u>49</u>		

Purpose of the S.P.E.D.Y. Program

The purpose of the S.P.E.D.Y. Program was to introduce high-schools' students (and/or dropouts) to the world of work by offering a hands-on approach to occupational orientation in the skill areas offered by Itawamba Junior College.

Students were given a list of 20 vocational areas from which they rank-ordered the 12 areas they most wanted to explore. They then spent two days in each of their chosen area, plus one hour in related instruction in reading and math daily, on a need basis.

During the first week of the program the students were scheduled into the EBCE workshop and to an Employment Orientation workshop staffed by an Employment Service employee.

APPENDIX F

EBCE SUCCESS STORIES

White, Female Age 42
Divorced, High School Graduate,
Mother, Financial Handicapped

This enrollee was introduced to Experience Based Career Education by one of our area high school principals. Due to many past experiences in the field of health care; the segment of physical therapy was questioned for investigation. After an intense involvement with many orientation activities; an appointment was set for the student and the therapist to meet for an interview. A great deal of constructive thinking was present at this meeting, because this is the time the participant found out that her chances were very slim in succeeding in the field of physical therapy at the age of forty-two. Advice was given to student to revamp her career goals to a career more tangible for her age.

The field of Nursing was explored in lieu of physical therapy; and upon her exit from the program, was called back for a job in the area of nursing.

This enrollee is presently employed at the North Mississippi Medical Center; due to her participation in the Experience Based Career Education program. She has been promoted twice and is also taking courses here at the Vocational Center to better reach her career goals.

White, Male, Age 40
Graduate
Financial and Social Disadvantaged

This enrollee was contacted by a staff member from Itawamba Junior College Vocational-Technical about participating in our experience Based Career Education Program. Upon entrance into the program, he had decided on the field of teaching as an area to explore. However, the area of special education tempted him more than any other field of teaching.

Being a special person himself, with paralysis in his lower right leg, this enrollee exemplified courage, love, understanding, and most of all good worth and deeds to others.

Orientation exercises were conducted throughout the student stay in the Experience Based Career Education program. Many activities on the Remedial Aspects were presented to student also. Contacts were made with Regional Rehabilitation, and the University of Mississippi branch here on campus to better equip him for his future goals.

Female

Black

Age: 21 yrs.

Adult Basic Education (Non-High School Completion)

Educationally Disadvantaged

This enrollee came into the Experience-Based Career Education program as an adult basic education student. She participated in testing and orientation with a group starting in September 1977. She was helped to gain more education development in order to complete the G.E.D. successfully. She was also given additional activities to develop employability skills, particularly in typing.

For her first placement, she chose the reception desk at Holiday Inn of Tupelo. She was initially placed there for the month of October but extended it through November. She went five days a week for two months. She completed career activities related with her site exploration.

Her site visits and evaluation report from the resource person revealed she worked hard, showed promise in this vocation and grew in the exploration phase of her EBCE experience. She was not placed on-site again, at her request, until after the Christmas holidays. The switchboard at the North Mississippi Medical Center was a site worked up for her. However, after the appointment for the initial placement she advised the learning coordinator that she had to exit the program to earn money at a full time job. The learning coordinator worked with the student and the Mississippi Employment Security Commission to help the student find full-time work.

The Holiday Inn called the learning coordinator during the second semester and asked that the enrollee be notified of their desire to have her submit an application for employment. The learning coordinator followed up on this and the enrollee did go for an interview and submitted an application. She is hoping that she will get employment here on the reception desk.

Black
Male
Twenty-One Years of Age
Non-School
Economically Disadvantaged

This enrollee entered the Experienced-Based Career Education as a non-school participant. He was made aware of the program through advertising in the local media. He participated in orientation and career activities with a small group. He was given value clarification, sex stereotyping, conflict resolution, and employability skill activities during this time. He was also introduced to the Itawamba Junior College Tupelo Campus with particular emphasis given to the accessibility of the career corner of the Learning Resource Center. He was encouraged to use the career corner weekly. He did this, doing research into careers every Friday. He was interested in clerical type work and chose as his first site the shipping/receiving department of McRae's Department Store. He was given an initial interview with the manager of the shipping/receiving department. However, the store manager asked that the enrollee wait until after Christmas to start his exploration. He chose to wait this period rather than being placed at another site. However, this site after Christmas was not ready as soon as we wished so we placed him in the shipping/receiving department at another department store, Black's Department Store of Tupelo.

He explored at Black's for over two months, full-time. The store manager, resource person, and other personnel were very complimentary about him and liked his exploring this career at their site. Since the students receive no funds, the people at Black's asked the learning coordinator if they might give the enrollee a gift to show their regard for him. They had found him most cooperative, conscientious, and helpful to them. They gave him a complete suit of clothes. The owner and manager of the store, in hearing of the enrollee's interest in pursuing a career in shipping/receiving made contacts for him to interview for a full-time job in shipping/receiving at a furniture manufacturer. However, due to lack of transportation, he was unable to take the job.

He chose as his second site, the Display-Advertising department of the Daily Journal, a newspaper. He explored there for six and a half weeks. He did very well and received the employees and employers high regard for his interest and conscientiousness. Feeling his major interest was still in shipping/receiving the enrollee asked to go to an industry rather than a business in the shipping/receiving department. He chose as his next site the Mississippi Paper Company. All site visits and counseling sessions revealed that he was doing well, liking the exploration, and having a good experience at this site. After exploring there for a month, he completed his desire for site exploration. He made the decision that he definitely wanted to seek clerical work in a shipping/receiving department. He therefore completed his Experience-Based Career Education experience with post testing and contacts with the Mississippi State Employment Security Commission. The learning coordinator made the initial contact for the enrollee, introduced him to the counselor, made arrangements for an appointment and wrote a letter stating the experience he had during his EBCE program.

The enrollee participated in many activities to implement his exploration. He took advantage of the career corner of the Learning Resource Center. We feel the Experience-Based Career Education program proved to be profitable for him and will help him in seeking the career he wished to pursue.

APPENDIX G

EBCE FOLLOW-UP SURVEY



VOCATIONAL - TECHNICAL EDUCATION CENTER

EXPERIENCE BASED CAREER EDUCATION

**653 Eason Boulevard
Tupelo, Mississippi 38801**



Dear

We are interested in you and the progress you are making. For example, where are you located? What type of work are you doing? How do you feel about your school training? Have you continued your formal education?

Your assistance is needed in providing information in planning and evaluating the Experience Based Career Education program at Itawamba Junior College. We would very much appreciate your taking a few minutes to fill out and return the enclosed survey and return it by June 8 in the enclosed self-addressed stamped envelope. Your response will be kept confidential.

The information of your experiences will help us improve our program.

We invite you to visit us. Let us know if we can be of service at any time.

May we again say thanks, and best wishes.

Sincerely,

Learning Coordinator
Experience Based Career Education

hm

CONFIDENTIAL
EXPERIENCE BASED CAREER EDUCATION
FOLLOW UP SURVEY

NAME _____
Last First

ADDRESS _____
Number Street City State Zip

1. What are you doing at the present time?

(Please check appropriate items.)

- _____ Working for pay at a full time or part time job
_____ Taking vocational or technical courses at a school or college (for example vocational, trade, business, or other career training school)
_____ Taking academic courses at a two or four year college
_____ On duty in the Armed Forces (or service academy)
_____ Temporary lay-off from work, looking for work, or waiting to report to work
_____ Other (Please describe) _____

2. If you are currently employed please list your position and the name and address of your employer.

3. If you are attending school or college please list your major.

_____ Name of school _____

4. What kind of work will you be doing ten years from now? (Check one that comes closest to what you expect to be doing.)

- _____ CLERICAL such as bank teller, bookkeeper, secretary, typist, receptionist, ticket agent
_____ CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
_____ FARMER, FARM MANAGER
_____ HOMEWORKER
_____ LABORER such as construction worker, car washer, sanitary worker, farm laborer
_____ MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
_____ MILITARY such as career officer or enlisted person
_____ OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant
_____ PROFESSIONAL such as clergy, dentist, physician, accountant, lawyer, scientist, college teacher
_____ PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, firefighter
_____ PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
_____ SALES such as sales clerk, fashion merchandiser, cashier
_____ SALES such as sales representative, insurance agent, car dealer
_____ SCHOOL TEACHER such as secondary or college
_____ SERVICES such as flight attendant, child care worker, telephone operator, beautician
_____ SERVICES such as janitor, barber
_____ TECHNICAL such as drafter, medical or dental technician, computer programmer, surveyor, electronics technician
_____ OTHER (Please specify if not listed above)

(Continued)

- Please write in the space below one thing that if changed for the better, would improve our EBCE program.**

APPENDIX H

ENROLLMENT STATISTICAL DATA

FY 78

EBCE ENROLLMENT CAMPUSES FISCAL 1978 9-13-77 to 9-14-78

CAMPUS	STUDENT CLASSIFICATION			
	Post-Sec.¹	Sp. Ed.	ABE, Non/Sch.	Sec.
IJC Tupelo	92	8	35	0
IJC Fulton	20	0	7	0
Hatley	0	0	0	32
Hamilton	0	0	0	28
Okolona	0	0	0	48
TOTALS	112	8	42	108

FISCAL 1978 NON-EBCE AUXILIARY RECIPIENTS OF EBCE WORKSHOPS

Fiscal 78 1st Qtr.		Fiscal 78 2nd Qtr.		Fiscal 78 3rd Qtr.		Fiscal 78 4th Qtr.		Sept. 14, '77	Sept. 13, '78
No.	% of Fy 1978	No.	% of Fy. 1978	No.	% of Fy. 1978	No.	% of Fy '78	Total No.	Total %
103	10.6%	296	29.7%	592	59.7%	20	1%	1010	100%

FISCAL 1978 EBCE ENROLLMENT BY QUARTERS Sept. 13, 1977 to Sept. 14, 1978

QUARTER	NO. OF ENROLLEES	COMPLETIONS
1st Quarter	190	0
2nd Quarter	188	92
3rd Quarter	178	155
4th Quarter	23	6
TOTAL NET	270	253

*Enrollment not counted in FY 78 after August 11, 1978.
(17 Carry-Over)
to Fy 79

ENROLLMENT (EBCE) SEPT. 13, 1977 to Sept. 14, 1978

Classification	No.	% of Total
Post-Secondary, Cooperative Vocational, Academic	112	45.3 %
Secondary	108	44.7 %
Adult Basic Education, Non-School	42	8.5 %
Post-secondary Special Ed.	.08	1.5 %
TOTAL	270	100.0%

ENROLLMENT (EBCE) SEPT. 13, 1977 to SEPT. 14, 1978

Classification						
	Sp/Ed	Non/Sch	ABE	P/S	SECOND.	TOTALS
Learning Coordinator I	08	12	02	74	32	128
Learning Coordinator II	0	16	05	18	48	87
Learning Coordinator III	0	7	0	20	28	55
TOTAL	08	35	07	112	108	270

Completions	P/S, Adult Non/School	Secondary Exploratory
	151	53

ENROLLMENT REPORT EBCE COMPLETIONS
Fiscal 1978 (Sept. 13, 1977 - Sept. 14, 1978)

Post-Sec.	Post/Sec. Sp/Ed	Non/Sch.	ABE	SECONDARY		
				Exploratory 2 or more sites	Coop. 1 Site	Preparatory Orientation
112	08	24	7	53	31	24

Appendix

FISCAL YEAR 1978 EBCE ENROLLMENT

Sex:

		Percent
Male	108	40%
Female	162	60%
Total	270	100%

Race:

		Percent
Black	81	30%
White	189	70%
Total	270	100%

Education:

High School Graduate	112
In High School	108
School Dropout, Non-School ABE, Special	50
Total	270

Age:

	Number	Percent
15 =	1	1 %
16 - 18 =	162	60 %
19 - 21 =	37	14 %
Over 21 =	70	25 %
Total	270	100 %

APPENDIX I

STAFF DEVELOPMENT

SECOND ANNUAL
EBCE NATIONAL NETWORK CONFERENCE

Additions/Corrections to

PARTICIPANT LIST
(Pre-Registered)

Gwendolyn J. Adkins
EBCE Resource Analyst
Pioneer CESA
Box 548
Cleveland, GA 30501
(404) 865-2141

Dorothy Alexander
Career Educ. Coordinator
Kentucky Department of Educ.
1930 Capital Plaza Tower
Frankfort, KY 40601
(502) 564-4774

Ralph Baker
Far West Laboratory for
Educ. Research & Develop.
1855 Folsom Street
San Francisco, CA 94107
(415) 565-3130

Robert Baker
Teacher
Spotswood High School
Summerhill Road
Spotswood, NJ 08884
(201) 251-6800

Onyinfo Barclay, Jr.
Teacher Coordinator
D.C. EBCE Center
Payne School
15th & C Streets, S.E.
Washington, D.C. 20003
(202) 724-4553

Dr. Louis Bashaw
Evaluator
University of Georgia
108 Fain Hall UGA
Athens, GA 30602
(404) 542-5230

Asa Beehler
Para Administrator of
Career Educ. Dept.
Kodiak Island
Borough Sch. District
Box 886
Kodiak, AK 99615
(907) 486-3131 x 271

Jim Bergene
Assist. Superintendent for
Secondary Education
Great Falls Public Schools
P.O. Box 2428
Great Falls, MT 59403
(406) 791-2196

Kenneth G. Best
Coord. of Career Education
Wichita Public Schools USD #259
640 N. Emporia
Wichita, KS 67214
(316) 268-7845

Robert Blum
Career Educ. Coordinator
Jefferson County Public Sch.
1209 Quail Street
Jefferson City, CO 80215
(303) 231-2369

Roy A. Brown
Assistant Superintendent
Central Office
Washington School District
78 W. Maiden
Washington, PA 15301
(412) 222-7920

Clayton D. Carlson
Part D Project Director
Watertown Public School
120 third Street, S.W.
Watertown, SD 57201
(605) 886-3977

Carol Sue Chandler
EBCE Program Coordinator
Pioneer CESA
Box 548
Cleveland, GA 30528
(404) 865-2141

Robert B. Chappell
Program Director
Calumet School
8121 S. May Street
Chicago, IL 60620
(312) 783-2578

Betty Hill Coggin
Learning Coordinator
Itawamba Junior College
653 Eason Boulevard
Tupelo, MS 38801
(601) 842-5621 x 63

Louis Cononelos
Project Director
Salt Lake City School Dist.
Highland High
2166 S 1700 E
Salt Lake City, UT 84106
(801) 484-1183

Sue C. Cook
Coordinator of Training &
Technical Assistance
N.W. Regional Educ. Lab.
710 S.W. Second Avenue
Portland, OR 97204
(503) 248-6880

Evelyn Dearman
Sr. Research Consultant
College of Education
University of Nevada
Reno, Nev. 89507
(902) 784-4921

Joseph Durant
Information Systems Manager
General Electric Re-Entry
Environmental Systems Div.
3198 Chestnut Street-5871
Philadelphia, PA 19101
(215) 823-3122

Marion S. Erath
CLETE Project Director
High Point Public Schools
P.O. Box 789
High Point, N.C. 27261
(919) 887-3712

Warren Featherstone
School Principal
Tates Creek High School
1310 Centre Parkway
Lexington, KY 40502
(602) 292-1512

State of Mississippi
DEPARTMENT OF EDUCATION
C. E. HOLLADAY, SUPERINTENDENT



DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION

J. W. LEWIS, DIRECTOR
P. O. Box 771
JACKSON, MISS. 39208

May 31, 1978

TO: Selected Participants of the Summer Institute - *LINDA PARTLOW*
FROM: Judy McLarty, Program Officer for Sex Equity

I am pleased to inform you that the State Advisory Committee on Sex Equity has selected you to participate in the Sex Equity Summer Institute.

The institute will be held June 11-16, 1978 at Carrier Lodge on the MUW campus. Lodging will be provided at the Holiday Inn in Columbus. Reservations have been made in your name at the Holiday Inn.

Registration will be held from 5:00-6:00 p.m. on June 11 at the Holiday Inn. At the time you register, I would ask that you be prepared to pay a \$25 registration fee. The registration fee and other expenses incurred will be reimbursed in our usual manner.

If for some reason you find that you are unable to attend the institute, please advise me immediately. If such event should occur, I would need to notify an alternate at once.

I shall look forward to working with you the week of June 11. If you have further questions, please feel free to call our office (354-6980).

jlm

venice campus
of
manatee junior college



March 27, 1978

Mr. Bill Mattison
Itawamba Junior College
653 Eason Boulevard
Tupelo, Mississippi 38801

Dear Mr. Mattison:

The March 6th and 7th follow-up workshop conducted at Itawamba Junior College can be evaluated as a successful activity both from a product and process standpoint.

The product goals for the two day session called for the development of an instrument, cover letter, alert card and survey schedule that the staff agreed would provide a valid evaluation of their project. This was not to be a program created by an outside specialist, but rather a survey structured to meet project needs.

The completion of the draft survey letters and cards indicated that the product goals had been achieved.

The process goals were related to developing an attitude among the staff that they could conduct a valid student follow-up survey. To achieve this goal the sessions were structured on a cookbook format in which correct survey procedures were outlined and explained. In some areas pro and cons for a given approach were discussed before a given procedure was accepted. This approach not only identified steps, but gave the participants a strong rationale for the utilization of particular procedures.

By the end of the session the participants had a outline of the total effort and expressed confidence that they as a team could carry out the project.

Based on the products that resulted from the sessions and the positive attitudes of the participants I would give the activity a favorable evaluation.

Sincerely,

Dr. Jack R. Dale, Director
Venice Branch Campus

JRD/cv



Dr. Jack Dale, Consultant for the Itawamba
Junior College Experience Based Career Education
Follow-Up Workshops

Designing Success Strategies

William Glasser's

A telecourse designed to provide in-service training for classroom teachers K-12, administrators and counselors as they develop new means of positive interaction with students. Offered by the Appalachian Educational Satellite Program, the "Designing Success Strategies" course will be conducted on Thursday evenings from January 26 through April 27, 1978.

Through a combination of video programs; live televised seminars and supplementary materials and activities, this course examines Dr. William Glasser's approach to education with an emphasis on techniques for motivating students toward self-responsibility and success as learners. It is also expected that the joint student-teacher activities suggested will enhance teacher-student relations. The central theme of the course is directed toward developing in teachers the skills necessary to help students gain inner strength needed to strive for success in school. Strategies presented include a three-step approach to student motivation, an eight-step approach toward encouraging student self-responsibility, and a ten-step approach toward dealing positively with school discipline problems.

The videotapes for the course were produced by Media Five and Associates, and include videotapes from Glasser's "Designing Success Strategies," "Options in Education," and "Values in Education." In the programs, Dr. Glasser and other educators who have been putting his ideas into practice explain the importance of a classroom environment which emphasizes student-teacher involvement, relevant curriculum and enhancement of successful student and teacher identities. Each of the fifteen videotapes is augmented by ancillary materials which provide individualized pre-program and follow-up activities as well as activities to be completed during class sessions. The ancillary packets also contain materials that course participants may apply in their classrooms.

Dr. Glasser's goal is to help every teacher and student to tap his/her positive potential by giving practical, concrete advice. In the course, teachers will try this advice, evaluate their field experiences, share their results with each other and formulate success strategies for their own individual situations. The flexible and personalized nature of the course will model the principles it is based on. Classes will provide different groupings and focus on improvement of communication skills, as well as sharing of success strategies.

The following course materials may be purchased during the first session of the course on January 26:

- Glasser, William. *Schools Without Failure*. Harper and Row, New York, 1971. The cost is \$1.95.
- Ancillary Materials for "Designing Success Strategies," adapted by the Appalachian Education Satellite Program's Resource Coordinating Center, 1977. The cost is \$5.00.
- Kohl, Herbert. *The Open Classroom*. Random House, New York. The cost is \$1.65.
- Wiggenton, Eliot. *Moments*. I.D.E. A. S. Washington, D.C. The cost is \$3.00.

This spring semester course will be conducted on Thursday evenings from January 26-April 27. Credit arrangements have been made with selected colleges in your area or through the University of Kentucky.

This course is being conducted by the Appalachian Regional Commission's Appalachian Education Satellite Program. The video programs were acquired through Media Five Film Distributors; ancillary materials have been adapted for AESP use by the AESP Resource Coordinating Center. Primary funding was provided by a grant from the National Institute of Education.

For more information, contact:

